THE GRID METHOD™

Mastery Learning System

DEVELOPMENT RESOURCE WORKBOOK

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NOTE: This book should *ONLY* be used in conjunction with live professional development from *Progressive Mastery Learning, LLC, or online content found at* ***www.thegridmethod.com***.

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INTRODUCTION

The Grid Method is a self-paced, learner driven, mastery and standards-based educational system that utilizes tiered learning targets and aligned learning tasks to maximize learner achievement. Within this system, learners follow standards-based learning opportunities developed by their instructor that scaffold and build understanding of each learning target. Targets are developed and organized as scaffolded levels that increase in depth of knowledge, providing opportunities for productive struggle for learners. Formative assessment is utilized at the end of each task to show mastery. Until mastery is achieved, the learner receives multiple attempts to show their knowledge on a given learning task. The learners are supported by differentiation and intervention is provided based on the needs of learners as they progress. Additional tasks or modifications to tasks may also be utilized. Tasks, targets, and descriptions of activities are organized into a grid system for learners to track their progress. The instructor also tracks learner progress throughout the process to ensure understanding.

In this workbook you will be guided through the steps to transform your content standards to a fully functional mastery grid you can use in your classroom. The foundation of *The Grid Method* and its successful implementation is based on targeted and purposeful planning for learning. This is where that process begins.

SECTION 1: Grid Development - CONTENTS

TASK 1: CREATING TIERED LEARNING TARGETS

Clearly stated and tiered targets that align to state and national standards are at the foundation of good instruction. It is through these targets that we can communicate to learners what they are supposed to learn as well as what they should be able to do with that knowledge. In this section of the workbook we will unpack a standard and break it down into tiered learning targets that are scaffolded and accessible to learners. Utilizing Webb's Depth Of Knowledge (DOK) in this process will allow you to build content knowledge in a way that lets learners truly understand content and master material. This assures that they are mastering foundational knowledge before moving on to higher levels of understanding. These targets will further guide your creation of both assessments and learning opportunities.

WEBB'S DEPTH OF KNOWLEDGE LEVELS Fig. 1.1

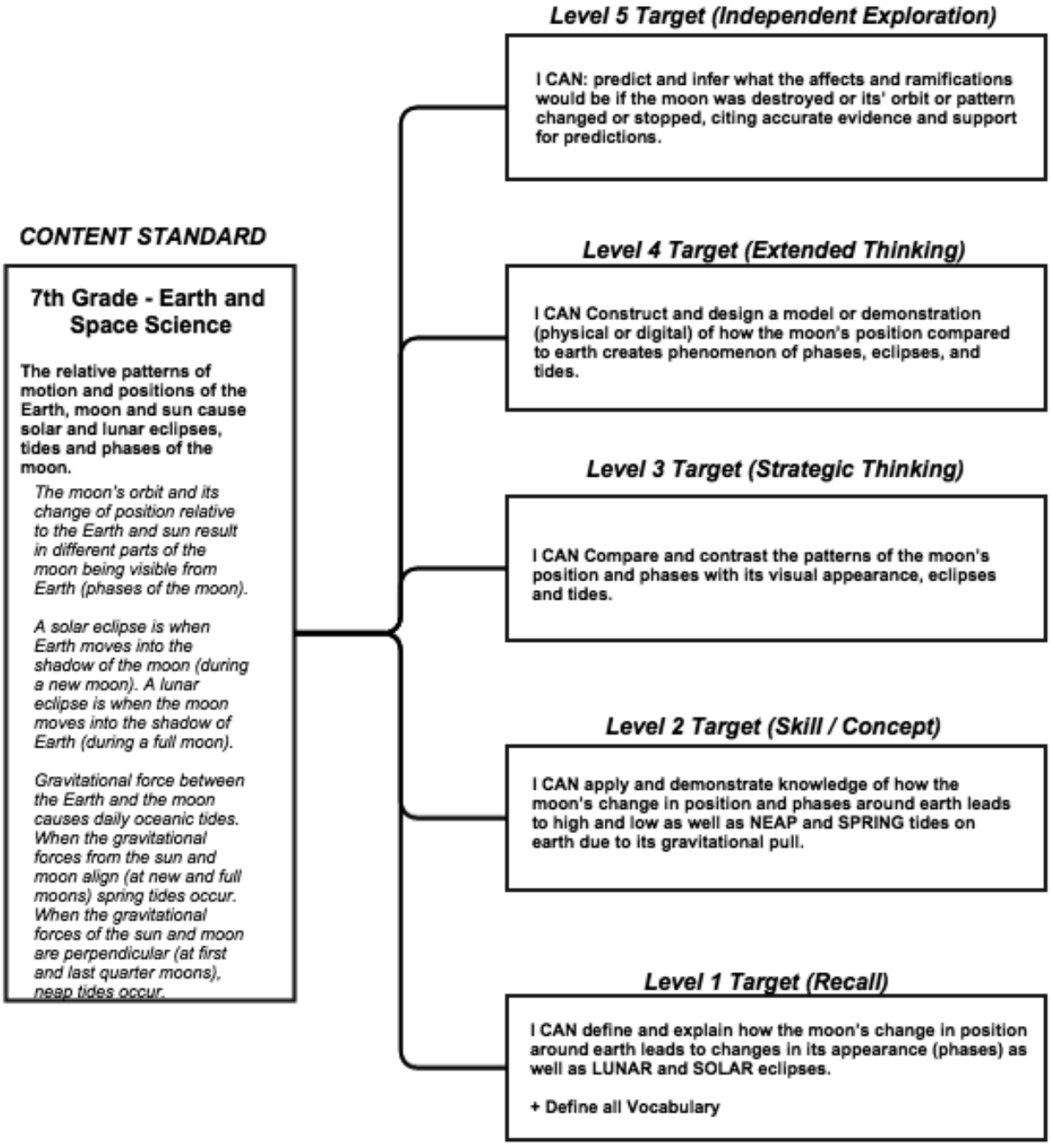
The chart below displays four levels of Webb's DOK. The fifth level was created for *The Grid Method* so learners can explore content independently utilizing cross curricular connections and independent study practices. This chart should be used as a reference when creating your tiered learning targets. The level of each target should coincide with a level of Webb's. (**Note:** Bloom's Taxonomy Levels would also be appropriate to use.)

DOK Level 1 (Recall) Learner Actions	DOK Level 2 (Skill / Concept) Learner Actions	DOK Level 3 (Strategic Thinking) Learner Actions	DOK Level 4 (Extended Thinking) Learner Actions	Level 5 (Independent Exploration)
Identify List Label Memorize Define Arrange State	Explain Summarize Relate Graph Cause / Effect Classify / Organize Experiment	Draw Conclusions Cite Evidence Investigate Develop Arguments Compare / Contrast Conceptual Explanation Demonstrate	Synthesize Critique Analyze Create / Design Prove Connect Apply Concepts	The final level or "Extra" level should be provided to learners who have mastered the material at all other described levels. It is recommended that the teacher creates a suggested cross curricular project that extends learner knowledge and allows them to explore their interests within the context of the content covered.
Example Tasks: *Vocabulary tasks, notes, label maps / diagrams, describe features, basic calculations, and recall.*	***Example Tasks:*** *Simulations, summarize major concepts, solve routine multi-step problems, interpret data, and conduct experiments.*	***Example Tasks:*** *Summative assessment, support ideas with evidence, identify and research questions, compare and contrast information.*	***Example Tasks:*** *Projects, analyze information from multiple sources, design and illustrate projects and project-based learning opportunities.*	

Note: Adapted from "Web Alignment Tool," by Wisconsin Center For Education- The University of Wisconsin-Madison, 2005.

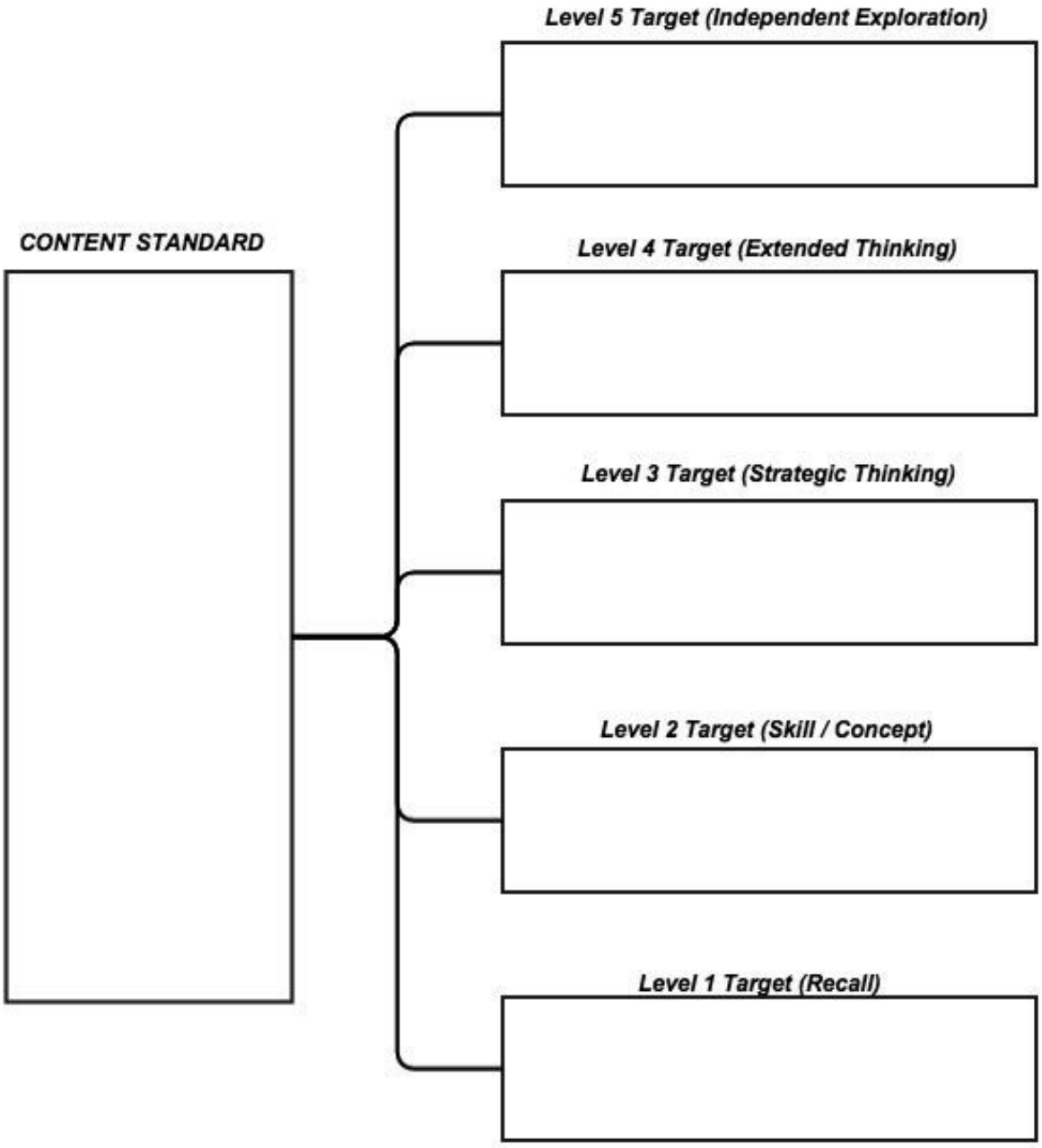
EXAMPLE - Creating Targets from Standards Fig. 1.2

Below is an example of learning targets being created from a standard taken from the Ohio's New Learning Standards - Science (ONLS - Science). As you can see, the standards are utilized to develop and organize tiered targets. Please utilize this example when developing your own tiered targets.



CREATING YOUR OWN TARGETS

Using your own content standards and planning materials you should now be able to create your own tiered targets. These targets will guide the rest of your planning and development so take your time make sure they reflect what you and your standards expect learners to be able to do.



TASK 2: DEVELOP ESSENTIAL QUESTIONS

Once targets are created you should then develop essential questions or content that each target demands. Developing these questions can help guide your instruction and planning of Learning Opportunities. These questions should also be utilized as a foundation for both formative and summative assessments and projects. This will ensure that your targets, assessments, and Learning Opportunities are all aligned to maximize learner mastery and efficiency of instruction. Below is an example using the Level 1 Learning target from our previous example. It should also be noted that the number of questions should "funnel" and decrease as the complexity of the information increases. This is due to the fact that the Learning Opportunities and questions themselves should be inclusive of more information as the level increases.

EXAMPLE - Developing Essential Questions from Learning Targets **Fig. 2.1**

LEARNING TARGET	ESSENTIAL QUESTIONS
Level 1 Target: **I CAN define and explain how the moon's change in position around the Earth leads to changes in its appearance (Phases) as well as SOLAR and LUNAR eclipses.** **+ Define all content specific vocabulary**	**1. How do the Phases of the moon occur?**
	2. Where are the Earth, Moon, and Sun during SOLAR and LUNAR eclipses.
	3. What are the phases of the moon called and how does it orbit around our planet?
	4. Where is the moon during Full, Quarter, and New Phases?
	5. What are the definitions of foundational vocabulary necessary to understand the content within the target? **Vocabulary list:** Orbit, Revolution, Rotation, High Tide, Low Tide, Solar Eclipse, Lunar Eclipse, Neap Tides, Spring Tides, New Moon, Quarter Moon, Full Moon, Waxing Gibbous, Waxing Crescent, Waning Gibbous, Waning Crescent. Waxing, Waning.

Note: *The number of questions will decrease as targets gain complexity. The questions focused on for the level 1 target should ensure understanding of basic definitions and recall of foundational information necessary to master higher level concepts.*

DEVELOPING YOUR OWN ESSENTIAL QUESTIONS FROM TARGET

Using your own materials and the charts below, develop your own "Essential Questions" to drive the creation of your Learning Opportunities. The questions will be the basis for your formative and summative assessments and projects. You may rewrite your targets or use **p. 4** as a reference.

LEVEL 1 LEARNING TARGET	ESSENTIAL QUESTIONS
	1
	2
	3
	4
	5

LEVEL 2 LEARNING TARGET	ESSENTIAL QUESTIONS
	1
	2
	3
	4

LEVEL 3 LEARNING TARGET	ESSENTIAL QUESTIONS
	1
	2
	3

LEVEL 4 LEARNING TARGET	ESSENTIAL QUESTIONS
	1
	2

LEVEL 5 LEARNING TARGET	ESSENTIAL QUESTION
	1

NOTE: It should be noted that the number of questions and their content should fall under the discretion of the instructor as well as the rigor and guidelines set forth by the district, state standards or administration governing the content. It is possible that targets or essential questions have been provided for you. Utilizing pre-made questions or provided content should work well as long as it is implemented within the parameters of *The Grid Method* and its practices.

TASK 3: ORGANIZE / DEVELOP LEARNING OPPORTUNITIES & ASSESSMENTS

Once your essential questions are completed your attention needs to turn to the creation of Learning Opportunities. Learning Opportunities, or LO's, are the tasks, activities, and experiences you will provide for your learners so they can effectively access the content you are teaching. Learning Opportunities should meet the needs of the essential questions you created. A single Learning Opportunity can also help answer multiple essential questions. Others may be more targeted. Just like the essential questions, the Learning Opportunities should decrease in number as the learning targets get more complex. It is suggested that you review your own already created Learning Opportunities and assessments as well as create new ones to "fill" in any gaps that exist. Below is an example of Learning Opportunities and assessments for the essential questions from Target 1 of our science example.

EXAMPLE - Organizing Learning Opportunities and Assessments for Level 1 Target **Fig. 3.1**

LEVEL 1: Define & Explain: **TARGET: I CAN define and explain how the moon's change in position around earth leads to changes in its appearance (phases) as well as LUNAR and SOLAR eclipses.** **+ Define all Vocabulary**	**E&M -1A: Class Notes (Phases and Eclipses)** Complete all notes and activities from lesson. **NEED:** Device, Nearpod APP, Notes sheet. **ASSESSMENT**: Formative responses and exit quiz from notes.	**E&M 1B: Quizlet : Vocab Review** Sign into your Quizlet Account and complete the **Earth and Moon** Card Set. Complete ALL activities and take "TEST" at end. **SCORE: _____** **+ KIM Sheets if not mastered.** **NEED:** Tech Device, www.quizlet.com **ASSESSMENT:** Practice and Test data from quizlet	**E&M 1C: Moon Phases Inquiry Lab** Complete inquiry lab using handouts and directions. **NEED:** Lamp, Ping pong Balls, Activity **ASSESSMENT:** Student responses, lab sheet answers, participation.	**E&M: 1D: Brain POP** Complete activity from brain pop using the video and worksheet. Complete quiz at end of the video and send to grademecoach@gmail.com. **SCORE: ___/10** **NEED:** tech, worksheet	**PROVE MASTERY** Successful completion of socrative **Earth and Moon Level 1** quiz to show knowledge. 85% passing **TEACHER CHECK:** _____ Create an **Action Plan** if you do not pass.

L.O.'s should build and spiral content

LO Square Fig. 3.2

E&M -1A: Class Notes (Phases and Eclipses)
Complete all notes and activities from lesson.

NEED: Device, Nearpod APP, Notes sheet.

ASSESSMENT: Formative responses and exit quiz from notes.

TITLE: Coded for location on grid. 1st L.O. for 1st Target = 1A. You should also include a set of directions / description for your learners to read.

NEED: Explain what your learners will need to complete the Learning Opportunity assigned. This should include any documents, websites, or resources needed to complete the task.

ASSESSMENT: Define how each L.O. will be assessed. Learners should be assessed at least formatively after completing EVERY L.O. to assess mastery of content and growth.

Prove Mastery: *Learners should complete an assessment or L.O. to assess all Essential Questions within Learning Target Level.*

CREATE YOUR OWN LEARNING OPPORTUNITIES & DEFINE ASSESSMENTS

You should now be prepared to create and organize your own Learning Opportunities and define how they will be assessed. This will be similar to the essential question activity, but you will be adding your own LO's, content, and activities that will be utilized to teach the content from your learning targets. These activities should match both the targets and essential questions. Use your own materials as well as the examples from **p. 8 (fig 3.1 + 3.2)** to aid you in the process. (NOTE: The number of assignments and LO's should be determined by the instructor and what fits their learners' needs. Additionally, alternative assignments and differentiated LO's as well as interventions should be developed at this point.)

This is where a majority of your planning should take place. Take the time to strategically place meaningful Learning Opportunities in a scaffolded order that allows learners to progress through content and build their knowledge.

LEVEL 1 LEARNING TARGET	LV 1: LEARNING OPPORTUNITIES
	LO 1A- TITLE: **NEED:** **ASSESSMENT:**
	LO 1B- TITLE: **NEED:** **ASSESSMENT:**
	LO 1C- TITLE: **NEED:** **ASSESSMENT:**
	LO 1D- TITLE: **NEED:** **ASSESSMENT:**
	PROVE MASTERY: How will you assess the mastery of all essential questions from the first learning target? (Traditional assessment? Demonstration of knowledge?)

LEVEL 1: The Learning Opportunities chosen for the first level of the Grid should be foundational to understand higher DOK Levels and be focused in DOK Level 1. This is a good place to include notes, lectures, inquiry labs, project introductions, and vocabulary acquisition activities.

ASSESSMENTS: Formative assessments can include exit tickets, digital polls, checking learner responses on a worksheet or workbook page, or even verbal confirmation of understanding. A more formal assessment can be utilized at the PROVE MASTERY portion of Level 1.

LEVEL 2 LEARNING TARGET	LV 2: LEARNING OPPORTUNITIES
	LO 2A- TITLE: **NEED:** **ASSESSMENT:**
	LO 2B- TITLE: **NEED:** **ASSESSMENT:**
	LO 2C- TITLE: **NEED:** **ASSESSMENT:**
	LO 2D- TITLE: **NEED:** **ASSESSMENT:**

LEVEL 2: These activities should be based in application and skill sets that are now attainable through the foundations mastered in Level 1. These Learning Opportunities should build a more conceptual knowledge of content and allow learners to start making connections between concepts. Experiments, data analysis, analysis of articles, and basic application tasks can all be utilized.

LEVEL 3 LEARNING TARGET	LV 3: LEARNING OPPORTUNITIES
	LO 3A- TITLE: **NEED:** **ASSESSMENT:**
	LO 3B- TITLE: **NEED:** **ASSESSMENT:**
	LO 3C- TITLE: **NEED:** **ASSESSMENT:**

LEVEL 3: The Learning Opportunities chosen and designed for this level should synthesize all content from Levels 1 and 2. Learners should be asked to compare and contrast concepts and make deeper connections to the content. The LO's chosen should prepare learners for summative assessments and the completion of extension projects. Summative assessments may also be utilized here to assess mastery before final products of mastery are completed or projects are finalized.

LEVEL 4 LEARNING TARGET	LV 4: LEARNING OPPORTUNITIES
	LO 4A- TITLE: **NEED:** **ASSESSMENT:**
	LO 4B- TITLE: **NEED:** **ASSESSMENT:**

LEVEL 4: It is recommended that only one or two activities be chosen for this level. This is where you should allow learners to demonstrate extended knowledge and mastery of content through the creation of a product. If completing a PBL or extended project here is where the final presentation, production or demonstration would be appropriate.

LEVEL 5 LEARNING TARGET	LV 5: LEARNING OPPORTUNITIES
	LO 5A: TITLE: **NEED:** **ASSESSMENT:**

LEVEL 5: This Learning Opportunity should allow learners some choice. It is recommended that a suggested Learning Opportunity is presented to learners but that there is flexibility for learner input. This LO should include cross-curricular, cultural, or global connections that extend content outside of the context of the core subject area.

TASK 4: ORGANIZING THE GRID

Now that the Learning Opportunities are created and the assessments are designed and aligned with your tiered targets to answer your essential questions, you need to organize your grid. The level 1 LO's should go on the bottom of the grid with the higher level LO's going above that. Learners will progress from left to right following the scaffolded Learning Opportunities and showing mastery through formative assessment within each task presented to them. It should be noted that learners should work at their own pace and be given multiple opportunities for success while working through the grid. Intentional, targeted feedback is important throughout the process as well as individualized intervention and differentiation so that all learners can master the content.

EXAMPLE - Complete Grid with Organized Learning Opportunities & Tiered Targets **Fig. 4.1**

NOTE: *Learning targets are placed on the left hand side of the grid for instructor and learner reference. Target 1 is placed on the bottom while target 5 is placed on the top.*

LEVEL 5: Predict & Infer **TARGET: I CAN: predict and infer what the affects and ramifications would be if the moon was destroyed or its' orbit or pattern changed or stopped, citing accurate evidence and support for predictions.**	**E&M 5A:** Create and produce a movie trailer for a movie that would showcase what would happen if the moon stopped revolving around the earth or was destroyed. What would the impact be on the oceans, wildlife, people…etc. This will require some extra research and in depth knowledge of other ways the moon affects our planet. Another option may be chosen by student if they have another creative idea or way to demonstrate extended knowledge of the moon and its interactions with our planet.				
LEVEL 4: Construct & Design **TARGET: I CAN Construct and design a model or demonstration (physical or digital) of how the moon's position compared to earth creates phenomenon of phases, eclipses, and tides.**	**E&M-4A: Create a children's story / explanation about the moon and its cycles, phases, and tides.** For this task, you must fully understand the processes we have discussed (Moon position, phases, tides, eclipses) in order to explain them in simple terms to a child through writing and creating a story. The story should be original but can be adapted from already created stories. If you would like to complete another task (e.g. comic strip, video, movie etc.) please ask your coach. **NEED:** All previous assignments / Learning Targets Mastered **ASSESSMENT:** Product created, Graded based on rubric.				
LEVEL 3: Compare & Contrast **TARGET: Compare and contrast the patterns of the moon's position and phases with its visual appearance, eclipses and tides.**	**E&M-3A: Phases Simulation** Complete moon phase simulation activity using link on EDMODO. **Need:** Device, Edmodo, simulation activity sheet. **ASSESSMENT:** lab responses and student responses.	**E&M 3B: Position Challenge** Show full understanding of cycles and phases of moon as well as their affects on phenomenon of Tides and eclipses through completion of the Position challenge. Model each phenomenon accurately to show mastery. **NEED:** Position challenge sheet. **ASSESSMENT:** Student responses.		**E&M 3C – SUMMATIVE ASSESSMENT** Complete summative assessment. You will have 3 chances to complete this assessment **SCORE:** _____ ***85% Mastery must be achieved. If it is not achieved after 3 tries, additional review activities must be completed.**
LEVEL 2: Apply & Demonstrate. **TARGET: I CAN apply and demonstrate knowledge of how the moon's change in position and phases around earth leads to high and low as well as NEAP and SPRING tides on earth due to its gravitational pull.**	**E&M-2A: Class Notes (Tides):** Complete all notes on moon position and tides. Complete activity sheet and exit slip. **NEED:** Notes sheet, materials. **ASSESSMENT:** exit slip / notes	**E&M-2B: (Class) Zaption Video Tides:** Complete the zaption video and all required responses. **Need:** Device, video **ASSESSMENT:** student responses and end questions.	**E&M: 2C Brain-pop TIDES** View and complete activity from brain pop using the video and worksheet. Search Complete all questions and quiz at end of video. Send results to grademecoach@gmail.com. **SCORE:** _____ **/ 10** **NEED:** Tech Device **ASSESSMENT:** Quiz / Sheet	**E&M-2D: Tides Data Lab** Complete the Tides Data activity. Be able to explain and demonstrate what causes the changes in the tides and why the time interval is the length it is. **NEED:** Tides data table and activity sheet. **ASSESSMENT:** Student responses and explanations.
LEVEL 1: Define & Explain: **TARGET: I CAN define and explain how the moon's change in position around earth leads to changes in its appearance (phases) as well as LUNAR and SOLAR eclipses.** **+ Define all Vocabulary**	**E&M -1A: Class Notes (Phases and Eclipses)** Complete all notes and activities from lesson. **NEED:** Device, Nearpod APP, Notes sheet. **ASSESSMENT**: Formative responses and exit quiz from notes.	**E&M 1B: Quizlet : Vocab Review** Sign into your Quizlet Account and complete the **Earth and Moon** Card Set. Complete ALL activities and take "TEST" at end. **SCORE:** _____ **+ KIM Sheets if not mastered.** **NEED:** Tech Device, www.quizlet.com **ASSESSMENT:** Practice and Test data from quizlet	**E&M 1C: Moon Phases Inquiry Lab** Complete inquiry lab using handouts and directions. **NEED:** Lamp, Ping pong Balls, Activity **ASSESSMENT:** Student responses, lab sheet answers, participation.	**E&M: 1D: Brain POP** Complete activity from brain pop using the video and worksheet. Complete quiz at end of the video and send to grademecoach@gmail.com. **SCORE:** ___/10 **NEED:** tech, worksheet	**PROVE MASTERY** Successful completion of socrative **Earth and Moon Level 1** quiz to show knowledge. 85% passing **TEACHER CHECK:** _____ Create an **Action Plan** if you do not pass.

NOTE: *Learning Opportunities are placed from left to right, increasing in complexity.*

COMPLETE AND ORGANIZE YOUR OWN GRID

Directions: Utilizing all LO's and learning targets, organize your grid and your LO's from left to right. Start in the bottom left corner with LO 1A and end with 5A at the top of grid. **Reference Figures: 3.1, 3.2, & 4.1, if needed.** Larger space may be required if writing. Download the template or use a blank grid, if provided.

Level 5 Target	**LO 5A: EXTENSION ACTIVITY / INDEPENDENT EXPLORATION:**			
Level 4 Target	LO 4A: Need: Assessment:		LO 4B: Need: Assessment:	
Level 3 Target	LO 3A: Need: Assessment:	LO 3B: Need: Assessment:	LO 3C: Need: Assessment:	
Level 2 Target	LO 2A: Need: Assessment:	LO 2B: Need: Assessment:	LO 2C: Need: Assessment:	LO 2D: Need: Assessment:
Level 1 Target	LO 1A: Need: Assessment:	LO 1B: Need: Assessment:	LO 1C: Need: Assessment:	LO 1D: Need: Assessment: **PROVE MASTERY**

IMPLEMENTING THE GRID METHOD

Now that your grid is complete, you have a well-designed, well-thought-out instructional path for your learners to take in order to master your content. The creation of the grid, however, is just the first step. It is the full implementation of the systems and routines of *The Grid Method* that will provide success.

NOTE:** Descriptions below are limited and generalized. More detailed descriptions and explanations of these systems and concepts are available at **www.thegridmethod.com.

Before Starting The Grid with Learners

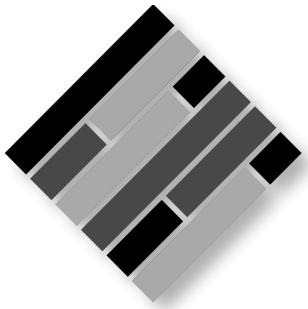
- Pre-assess learners using tiered questions from each level. Make sure that there aren't any learners that have already mastered part or all of the standards.
- Use a PBL intro, an inquiry based discrepant event, video, or demonstration to engage and capture learner interest and drive their questions.
- Identify misconceptions via surveys, discussion or T/F activity.

Managing the Classroom and Learner Learning

- Set classroom routines and expectations (DEFINE MASTERY - e.g., 85% competency on a task).
- Manage learner movement, sign-off procedures, learning opportunity sheet organization.
- Assessing learner need for help - Triage System Utilization (Cups).
- Consider managing activities / resources / technology.
- Consider educational management online (Edmodo, Schoology, Otus, Google Classroom, etc.).
- Track learner progress through the grid.

Goal Setting with Learners

- Utilize learner goal sheets.
- Goals should be completed daily and be based on posted learning targets.
- Goals should be discussed. Assure that Tier 2 vocabulary is utilized and explained to expand learner lexicon.
- After goal setting learners should be focused. This is a good time for a "Skill Drill" / Review Activity.



THE GRID METHOD ™

Mastery Learning System

SECTION 2:

CLASSROOM IMPLEMENTATION

INTRODUCTION

At this point you should have completed SECTION 1 of this workbook and created and developed your own mastery grid. This section of the workbook will help prepare you to implement The Grid Method - Mastery Learning System in your classroom. To successfully utilize the system in your classroom, you will need to prepare both mentally and philosophically to shift your thinking about how learners will learn in your class. You will also need to facilitate the use of The Grid Method by creating systems and routines for your learners to follow. Managing the Grid, tracking learner progress, and preparing your learning environment will also ensure that you are able to successfully utilize your newly created grid and that your learners get the maximum benefit from the system.

SECTION 2: Classroom Implementation - CONTENTS

NOTE: *The materials presented within this workbook should only be used in conjunction with courses from* ***www.thegridmethod.com*** *OR live professional development provided by certified Progressive Mastery Learning, LLC trainers.*

TOPIC 1: PREPARING TO START YOUR FIRST GRID

As you begin to think about implementing The Grid Method in your classroom, you may face significant shifts in the way you view teaching and learning, especially if you are used to more "traditional" instructional methods. The activities presented in this section are designed to shift your philosophical views from "traditional" to more "mastery centered." A foundation of this system is empowering learners. In order to do this successfully these shifts are necessary and you may very well have already begun to make some of them. It is the goal of this workbook to make these changes explicit.

THIS SECTION INCLUDES:

- **"Changing Your Thinking" Activity:** focuses on the importance of reflecting on your own practices and the philosophy behind mastery learning with the shift from "teacher centered" to "learner centered" instruction.

- **"Explaining The Grid To Stakeholders" Resource**: This is a resource for you to utilize when preparing to discuss and explain how your classroom and instruction may be changing with parents, administration, other teachers, or your learners.

- "**Routines and Systems Plan" Activity:** This activity will help you make some choices to individualize your grid implementation to fit the needs of you and your learners. This will also help you visualize the system and how you think it will best fit your circumstances.

SECTION 2.1.1 - Changing Your Thinking

The following task is focused on changing the way you view your own teaching as well as the learning that takes place in your classroom. The choices you will make and exercises included in this activity are to make you more aware of how your language, actions, and planning can be modified to be more "student centered." The concepts at the foundation of mastery learning are that students control their learning and its pace. If you do not have a philosophy and or environment that supports this, then it will be more difficult to implement. The first set of tasks will be focused on simple changes in your language that can help change the way you think about learning. The second part of this activity will be helping you identify and define traditional classroom characteristics versus mastery based classroom characteristics. These are the foundational concepts behind the entirety of both The Grid Method and truly effective educational practices. Some examples are displayed in the chart below:

(Fig: 2.1) Traditional Vocabulary / Concepts	Mastery Vocabulary / Concepts
Lesson	*Learning Opportunity*
Student	*Learner*
Failure = Final Judgment and Grade	*Failure = First Attempt*
Students Follow Teacher's Pace	*Teacher Follow's Student Pace Based on Mastery*

TASK 2.1.1 - CHANGING YOUR THINKING ACTIVITY - WORKSHEET

Directions: This activity is designed for you to reflect on your own teaching practices and to help you visualize changes that you can make in your classroom and how they will change your instruction. Answer each question and respond to the prompts below to reflect on how you are feeling about the information presented.

QUESTIONS:

1. **What is one thing in your classroom that is challenging or that you would like to see change?**

2. **Share an example of one thing in your classroom that already "fits" with The Grid Method or Mastery Based Learning:**

3. **Share an example of one change outlined in the presentation that you are scared or unsure about making in your classroom and why:**

4. **Thinking about Mastery Learning and implementing The Grid Method in your classroom, what change are you most excited to see, and how do you think it will benefit your students?**

RESOURCE 2.1.2 - Explaining The Grid To Stakeholders

As you probably already know, the key to the success of any change in a school, district, or classroom can come down to acceptance from all stakeholders involved. Parents, administration, students, and even sometimes other teachers can impede your ability to fully implement any system with confidence. This section and its resources will provide you with ideas and templates on how to communicate the changes in your classroom to the people that matter. This can greatly increase your success and the support you have from all involved in the education process.

The Stakeholders to Consider

LEARNERS:

Of all stakeholders, learners are absolutely the most important. The learners in your classroom may have never experienced mastery learning before and will need to be informed that the way their classroom looks is changing. It is vital that you take the time to prepare your students and go through the routines, expectations, and systems that will be the foundation of their learning environment. There are several ways to do this. You can practice with your students using a simplified version of the grid that focuses on things like setting up online accounts, or a beginning of the year “Get to know you“ grid. This will allow students to interact with the system and processes without the stress of new knowledge or content being covered on top of it. It cannot be understated how important it is to take the time to allow your learners to fully understand and become acclimated to the system and its components.

PARENTS / GUARDIANS:

As with any educational shift or change in your classroom, it is always necessary to let student parents and guardians know how their child’s educational environment or system is changing. Change can be scary for these stakeholders but the focus should always be on more individualized instruction, the ability for students to work at their level, and increased differentiation for students who need it. Parents may not understand instructional concepts so simplifying explanations in written or verbal form is always a good Idea. Additional components such as how you will be assessing and grading students, as well as things like homework (if you decide to implement within the system) should also be discussed. The more transparent as an educator you can be with your students’ parents the easier the transition to mastery learning and The Grid Method will become.

ADMINISTRATION:

If you ask any administrator, most of them want to be informed about what their teachers and staff are doing. If you are modifying your instruction for the betterment of students, you should absolutely have a conversation with your administration about what they may notice different about your classroom. The easiest way to broach this subject is to invite the administration into your room to see it for themselves. “I’m trying something new in my room. If you have time, please stop by so I can show you,” is a great place to start.

OTHER TEACHERS:

Other staff and teachers you share students with may also want to know what you are doing. Share with your team that your students will now be working on multiple things at once. If you share resources you may also want to tell them that you may need certain resources more often or less depending on your specific needs. A lot of times new ideas are not understood so they can be unappreciated. If you let your colleagues know what is going on in your classroom they may want to implement parts or all of the system themselves.

RESOURCE 2.1.2 - LETTER TO STAKEHOLDERS - EXAMPLE

Use the example below as a guide when drafting your letter or email to stakeholders about implementing The Grid Method in your classroom, building, or school:

Dear _____,

I am writing to inform you that I will be implementing a new instructional system in my classroom. This system is a self-paced mastery system that will allow me to individualize and reach more students than ever before. Students will work through "Grids" where they complete individual tasks daily and then show the teacher understanding to move on to the next task. On a daily basis, students will be writing goals, working on tasks at their own pace, and getting assessed more often on their learning. This will ensure that the time they spend in class will be focused on their individual educational needs.

This change will be a bit different for some students that are not used to having more control over their learning or its pace. The structure and routines of the class will be discussed and throughly explained to avoid frustration for learners. Mastery based systems have been shown to drastically increase student performance and I have confidence that it will do the same for ours!

I am looking forward to better serving our students through this new method and look forward to seeing them thrive! Please contact me if you have any questions about the new way our students will be learning or have any concerns. More specific information can also be found at: www.thegridmethod.com.

Sincerely,

_____

TASK 2.1.3 - ROUTINES / SYSTEMS PLAN - WORKSHEET

Directions: It is imperative that regiments, routines, and systems are put into place in order to facilitate The Grid Method - Mastery Learning System. While many of these systems have already been developed, it's important to note that every classroom will have individual needs and flexibility is a must. Everyone's students are different and all educators must contend with specific, state, district, and building initiatives that impact their daily class structure. The following activity will help you decide and make some of the decisions on how you would like The Grid Method and its systems to look in your classroom. Each of the following routines and systems are essential, but their implementation has flexibility in order to allow them to work in any instructional setting. Choose at least one option for each section. Select the options or combinations of options that you think would be most successful in your classroom.

CURRICULUM PROGRESSION:

☐ **Continuous -** You will allow students to work through your entire curriculum and have multiple grids going on at once in your classroom.

☐ **Unit or Chapter Specific -** Each unit will have an accompanying mastery grid that is created and begins and ends with specific times or dates as needed. (Dates can be flexible based on student progress but grids "end" at a specified date.)

SIGN OFF / CHECK-IN PROCESS:

☐ **Stationary Teacher -** Students come to a "station" and get "signed off" or checked for mastery by teacher. Ticket or Number systems may also be utilized to identify students that need help. (This increases student movement.)

☐ **Mobile Teacher -** Teacher moves around room and monitors behavior and student needs while students stay stationary. (This decreases student movement.)

PROGRESS MONITORING:

☐ **Magnet Board -** Students have magnetic labels with their names on them and move the magnets as they progress through the grids.

☐ **Posters -** Student names are listed on large posters that contain the standards and receive check marks for each standard as they show mastery.

☐ **(Private) Student Monitoring Sheet -** Teacher is stationed with small groups of students or individuals for small group instruction while selected students are in charge of checking and "signing off" on their peers' work.

RESOURCES / MATERIAL MANAGEMENT

Curriculum Materials / Handouts: *(Both may be utilized simultaneously.)*

☐ **Physical File Bin:** Required curriculum and handouts are organized in a central "File Bin" at an easy to access location in the classroom where students can obtain the necessary items.

☐ **Digital File Management / Learning Management Software: All required files, documents, and materials are organized and distributed digitally to students via LMS systems (e.g., google Classroom, Schoology, Edmodo, BlackBoard).**

Supplies:

☐ **Supply Station -** Centralized location in the learning environment where students obtain their needed materials, including student technology tools, if available.

☐ **Desk / Table Bins -** Materials needed for learning opportunities are placed in bins at student desks and workstations.

☐ **Learning Centers / Stations: :** Learning opportunities are paired with "stations" around the room that have all needed materials. This option is also useful for science lab setups that require their own space.

TASK 2.1.3 - ROUTINES / SYSTEMS PLAN - WORKSHEET

Additional Notes / Ideas / Concerns:

Below write any additional concerns, ideas, or thoughts you have about routines you could use in your own classroom. It is important to try and "think ahead" so you can avoid pitfalls that may occur.

TOPIC 2: PREPARING THE LEARNING ENVIRONMENT

As you continue and reflect on the mental and philosophical shifts that will be occurring in your classroom, it is also important to visualize and prepare to modify the physical learning environment. The decisions and changes discussed during Topic 1 of this workbook will work more efficiently if the space provides access to resources and allows ease of movement for both the instructor and learners. The following tasks will be focused on the planning and implementation of physical classroom changes that will make The Grid method work more effectively for you and the learners. Your learning environment should be as targeted as your instruction.

THIS SECTION INCLUDES:

- **Classroom Plan - Activity:** Map out the most logical placement of items in your room to maximize efficiency and student productivity.

- **Classroom Examples - Resource:** Photos of real classroom examples of various physical additions made to classrooms using The Grid Method.

SECTION 2.2 - Classroom Setup

Things you will need to focus on when preparing your learning environment are listed below. Please carefully review **Fig 2.2** and make sure that any modifications you make to your classroom fit with the choices that you identified in **TASK 2.1.3** in the previous section.

(Fig: 2.2) Class Feature	Consideration
Room Visuals / Posted Information	*Consider where you will post things in your room such as your progress monitoring board, dates, daily "Do Now" or class instructions and agendas, learning targets, vocabulary, and other staples of purposeful learning environments. Try to remove "fluff" and make room decoration purposeful for either motivation and/or alignment with curriculum.*
Student Movement	*Learners within The Grid Method will need to move in order to come see you to get "signed off" or to obtain needed resources for learning opportunities being completed. Make sure that paths to these needed areas (file bin, teacher desk, magnet progress board, etc…) are as direct as possible.*
Resource / Materials	*Ensure that materials, curriculum, and other needed materials are easy to access and organized. It is highly recommended that "tubs" are used for materials and "file bins" be used for organizing needed papers, worksheets, etc. All students should keep a portfolio of their work.*
Student Seating	*Students should be seated based on your preference, but it is recommended that small groups of 3 - 4 are physically together. This makes sharing ideas, collaboration, and or "learning teams" to be easily formed during the completion of Learning Opportunities. Seating should be somewhat flexible based on need and to allow for multiple tasks to be worked on at once.*

TASK 2.2.1 - CLASSROOM PLAN - WORKSHEET

Directions: In the diagram below, please place objects, postings, and locations of important things like technology, students, resources, student seating, and visuals such as posted targets. Use the key to help you identify objects and where they will be located. This will help you visualize the physical changes that you will be making in your classroom. Every classroom is different so make sure it fits the needs of you and your learners.

front of room

back of room

Symbol Key / Items to add:

RC = Resource Center ("File Bin")

TC = Teacher Center

MC = Materials Center ("lesson supplies")

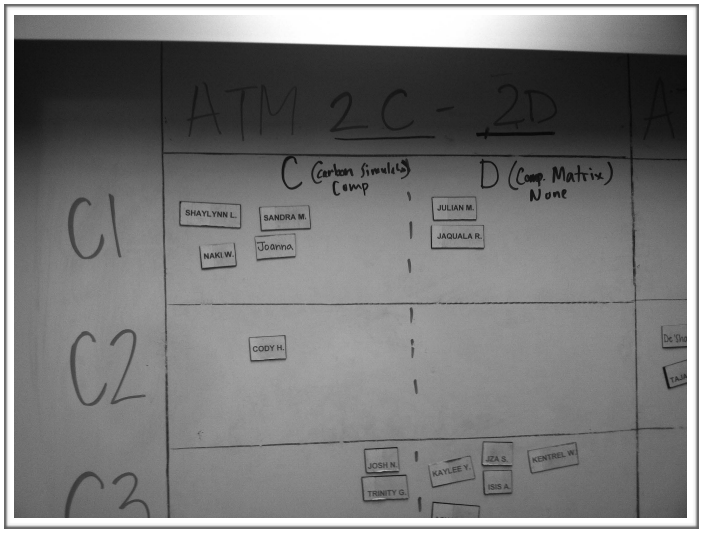
LS = Learning Station (can have multiple)

Other Things To Add: Learning Targets (posted), Student Progress Board, Student Seating / Desks, Stations, Lab Set up, Technology station, Folder / Portfolio Storage location, Posted "Do Now" etc. (Also add things like counters, cabinets, doors, tables,

RESOURCE 2.2.2 - CLASSROOM PHOTO EXAMPLES

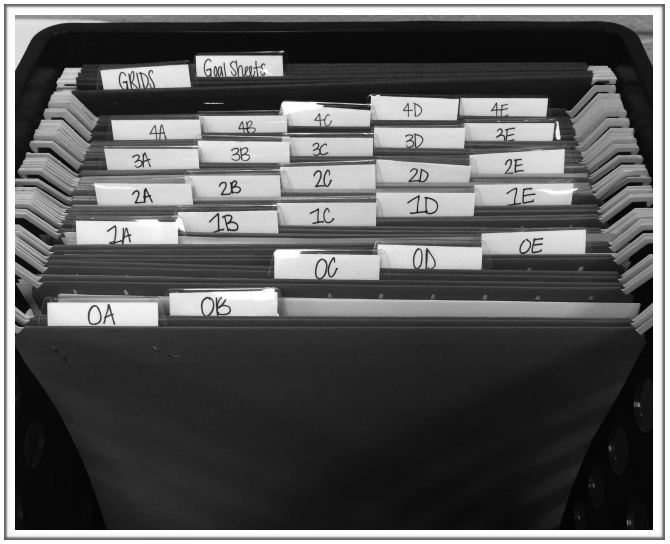
STUDENT PROGRESS BOARD:

The progress board can be posted using magnet strips on a magnetic board, bulletin board space, posters, and or teacher kept records (see **RESOURCE 2.3.1**). The important component of this is that you can understand where your students are on any given day based on their progress so that you can identify their needs. This also allows for very strategic intervention and grouping.



RESOURCE CENTER - “File Bin”:

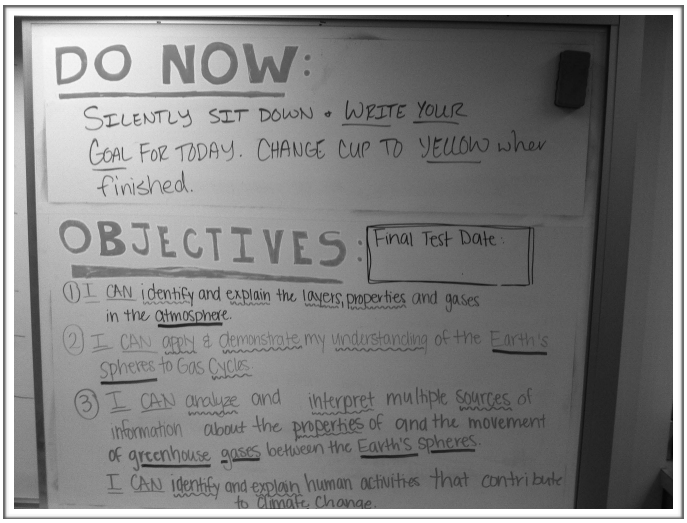
The Resource Center or “File Bin” is a centralized location where students can find the needed directions, worksheets, test and quiz materials, or handouts that they may need as they work through various Learning Opportunities. The bin can be filled at the start of a unit and students, once they are “checked off” or mastery is shown on an assignment, can obtain their next assignment. This should be placed in an easy to access location. Each file is labeled with a coded letter and number combination that coincides with Learning Opportunities that appear on the mastery grid, such as 1A, 1B, and so on. This makes resources easy to find for both learners and teachers. Students should keep all work and resources completed in a learning portfolio or folder for records.



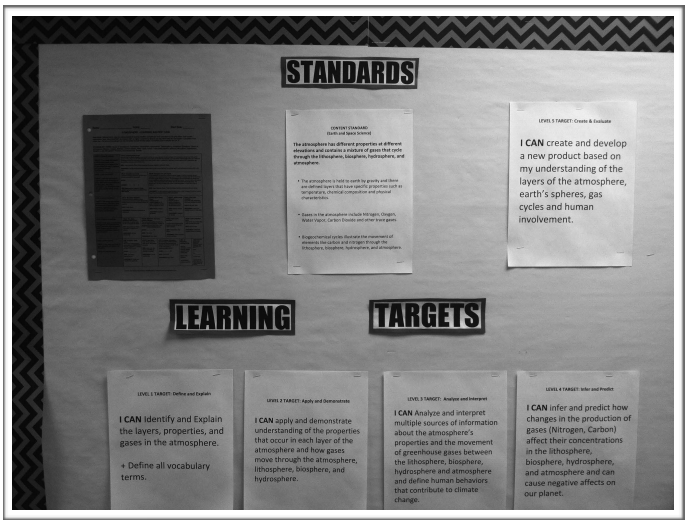
POSTED INFORMATION:

Your classroom should be decorated using targeted items that help focus your students. The information students need should be available as quickly as possible. This will also decrease unnecessary questions that they may have if the information is not available. Things you should consider posting are learning targets, bell work, vocabulary, mastery grids, and passwords to accounts or login information. All of these things will increase the efficiency of your instruction and classroom by making necessary information always accessible to learners.

Posted "Entrance Work" & Learning Targets



Posted Standards / Targets / Grid

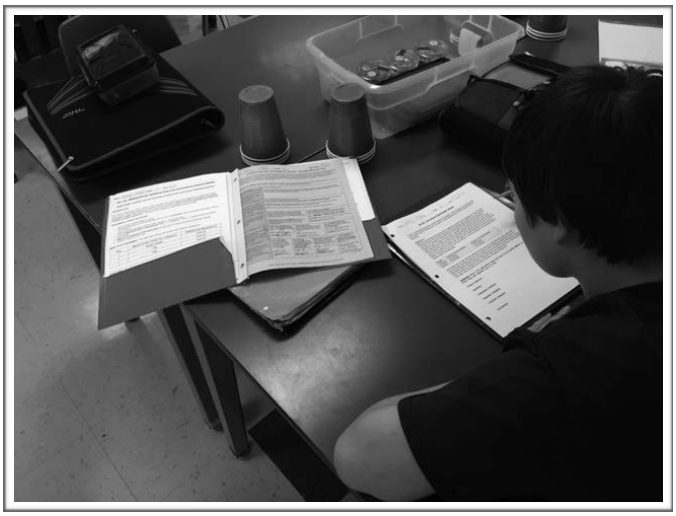


Posted Vocabulary / Word Wall

Posted Login / Information

STUDENT SEATING:

Student seating, regardless of the instructional method being used, is always a consideration. Depending on your class size, students, learning opportunity structure, and use of group work, there are many options that work well within The Grid Method system. One of the most successful is small group seating. This allows for discussion of goals, peer to peer instruction, the creation of learning teams, as well as centralization of materials at each table for students to share. Individual seating and other seating arrangements are also possible.



The small group seating shown provides plenty of workspace for students and allows access to materials kept in the bin at the center of the tables. Individualized seating could also be used with stations set up around the room based on instructional need and structure of learning opportunities.

NOTE: These are suggestions and not mandatory. The success of the system in any classroom will be determined by what the teachers deems is best for their learners and their individual needs.

TOPIC 3: MANAGING LEARNER PROGRESS

Managing learner progress is perhaps one of the most intensive and important aspects of implementing The Grid Method. Because students are working at their own pace it is imperative to track their mastery and progress through the Learning Opportunities as well as identify needs of students that require additional help. It is also important to decide how you will progress your grid. Some implementers of The Grid Method start and end grids on dates which are loosely based on student progress, but still confined to covering individual units within a certain timeframe. Other implementations are continuous, which means that the teacher provides access to all of the grids to the learners and they can work at their own pace through the entire course's content based on mastery. The latter description is more true to the philosophy of mastery learning. However, based on how schools, districts, and state educational systems are structured, flexibility is necessary. The choice you make should be based on the best interest of your learners while considering the structure of your school and or state educational system.

THIS SECTION INCLUDES:

- **"Learner Progress Monitoring Sheet" Resource:** This can be utilized to track and monitor student progress as they complete and show mastery on learning opportunities. Other options that have been discussed are possible, including the use of a magnet board or poster, but this resource allows for private record keeping, if desired.

SECTION 2.3.1 - Monitoring Student Progress

Tracking student's progress also allows the teacher to manage resources and student needs considering the multiple tasks that will be taking place at once within their classroom. To track student progress, you may use a poster or a magnet tracking board (see Photo Example: **RESOURCE 2.2.2).** You may also use private tracking using a monitoring sheet which has been provided to you within this section (**p. 28**). Regardless of how you track student progress, if it is done effectively, you will be able to know where each of your learners are in their progress and be able to target interventions or extensions accordingly.

The **Learner Progress Monitoring Sheet - Resource 2.3.1** (next page) is designed to help you track student progress through Learning Opportunities on your grid. The page can be duplicated, copied, or increased in size to use as a poster. You may place learning targets at the top of each column and identify student names on the left column. As students complete tasks you can mark off where they are on their mastery grid, which becomes a visual representation of their mastery of the content being covered. Because your grid has been carefully aligned with the standards and the learning objectives and assessments are also aligned, student progress on their mastery grid should represent their mastery of the topic being covered. (Assessments can still be utilized to confirm mastery.)

COURSE: _____

CLASS / PERIOD: _____

DATES: _____

Student Progress Monitoring Sheet

Standard Focus of Mastery Grid

USE "X" TO SHOW STUDENT MASTERY OF TASK

STUDENT NAME	LO:	LO:	LO:	LO:	LO:	LO:	LO:

TOPIC 4: LESSON STRUCTURE & STUDENT GOALS

As in any instructional system or methodology, routine and structure are paramount. By providing consistency and routines for learners they can focus on their learning and increase their productivity. It is for these reasons that we have developed a routine and suggested lesson structure for daily implementation while using The Grid Method. It should be noted that while using The Grid Method, you may have days or portions of classes where students are not working through their grids. The suggested lesson structure is meant for what a majority of instructional days will look like if The Grid Method is being fully implemented in the classroom. This section will also discuss the importance of goal writing and will walk you through additional decisions pertaining to how you will utilize your grid in terms of homework, projects, and other assignment types.

THIS SECTION INCLUDES:

- **"Suggested Lesson Structure" Resource:** Review of daily lesson structure while implementing the grid to increase student focus and maximize productivity.
- **"Learner Goal Sheet" Resource**: This document is a daily goal sheet that can be utilized with your students to get them focused and organized before beginning their work.
- **"Setting Up Your Instructional Plan" Activity:** This activity will help you make some choices to individualize your grid implementation. It will allow you to decide how you want to incorporate and include things like homework and projects into your mastery grids, or whether you prefer to allow your students to complete these things outside of the grid.

RESOURCE 2.4.1 - SUGGESTED LESSON STRUCTURE (*Based on a 60 min class time)

Activity	Approximate Time	Elaboration
Goal Writing	***3 - 5 minutes***	*Goal writing is vital to allowing students to focus. It includes each learner writing their goal, sharing their goal, and a class discussion of goals. All of these things increase accountability and focus so learners have a plan for the day.*
"Skill Drill"/ Review	***5 - 8 minutes***	*The Skill Drill can be a simple discussion, a review activity, or a short activity the entire class completes. The Skill Drill is just a review of basic concepts from the unit (or possibly previous units). This should be focused on topics students are showing some difficulty grasping or foundational topics needed for understanding of higher levels to ensure comprehension.*
"Grid Work"	***40 - 50 minutes***	*This is the largest part of the daily structure where students are working on their individual learning opportunities and you are coaching and facilitating their learning. This should always be the largest portion of class to allow students time to learn.*
Exit Slip / Discussion	***3 - 5 minutes***	*This portion is the closing of the lesson. As students return supplies and organize their learning portfolios or folders they should complete an "exit slip" which could include a reflection on their goal, a review question, or a class discussion.*

Section 2.4.2 - Student Goals

Goal writing is foundational to the success of The Grid Method. Due to the fact that learners are working on multiple tasks and learning opportunities, they need assistance in mentally organizing themselves as they enter the room. Writing goals allows them to review what they accomplished the previous day, their progress on the grid, and visualize and identify what they would like to accomplish on the current day. The "Student Goal Sheet" Resource (p. 31) is designed with sections to focus students and get them ready to learn.

GOAL SHEET COMPONENTS & RATIONALE:

- **Date:** This is to identify and reference when the student was progressing towards an individual target or the completion of a task. As the instructor you can also review student goal sheets to identify how long it is taking a learner to complete tasks and adjust instructions or interventions accordingly.

- **Learning Target:** This is the learning objective that appears both in the room as well as on the learner's grid. Because each task or Learning Opportunity aligns with a target, every learner should be able to tell you the current target they are working towards. This also increases their focus and awareness of the specific content or skills you would like them to master.

- **What they are working on:** This component is to make students aware of where they are in their path to mastery. This requires them to both review the task they ended the previous day with and their progress on their individual mastery grid.

- **What they would like to learn or complete:** This component is where the learner's daily "goal" is written. They should analyze the difficulty, length of their current Learning Opportunity, as well as their own mastery of concepts to set a goal. When starting out it is important to have students focus this goal on aspects of the learning target or specific portions of Learning Opportunities. Some students may start with things like "Stay on task." While this is a good goal, you should always review that goals should be specific, measurable, and realistic in terms of what they should be able to accomplish. Learners will improve at this process if the teacher focuses on goal writing in the beginning of implementation as something valuable and important.

The following table represents the suggested goal writing routine that should occur at the start of class during implementation of The Grid Method.

NOTE: RESOURCE 2.4.2 (Next Page) "STUDENT GOAL SHEET" is to be used in conjunction with goal writing.

Fig. 2.4.2 - Daily Goal Writing Routine

Activity	Elaboration
Goal Writing	*This is when students fill out their goal sheets (see p. 31). This should be one of the very first things they do as they enter the classroom in order to get them focused and ready to learn. Once this is routine it should not need to be explained or reviewed daily.*
Share w/ Classmate(s)	*Learners should share their learning target, task, and goal with each other. This increases accountability and allows students to individually "measure" internally where they are in terms of mastering the content. It should be noted here that this is meant to motivate and provide support for students, not identify or demean students who may work at a slower pace or have not yet mastered the same amount of information as their classmates.*
Discuss as Class	*The discussion portion is a good transition into the Skill Drill. The teacher should have students share their goals for the day and review the learning targets being worked on. This is also a good time to identify understanding of the learning objectives or review specific vocabulary that is within the targets that students may not understand.*

STUDENT NAME: _____ CORE: _____

STUDENT GOAL SHEET: ***PUT IN FRONT POCKET OF YOUR FOLDER***

DIRECTIONS: Using your MASTERY GRID please fill out each column below with your learning target (left column of grid in grey), what task your on, and what your goal is for the day.

DATE	**LEARNING TARGET YOUR WORKING ON:** Look at the left grey box under "LEVEL#" on your Grid. Write the target in your own words below.	**TASK YOU'RE WORKING ON NOW:** What task are you trying to complete	**GOAL FOR THE DAY:** What do you expect to learn / finish by end of day. Should reflect LEARNING TARGET!

TASK 2.4.3- SETTING UP YOUR INSTRUCTIONAL PLAN

INTRODUCTION: This activity is designed to emphasize additional decisions you will need to make about how you are going to implement The Grid Method in your classroom routines. The lesson structure that has just been reviewed is important, but there are additional pieces and types of instruction that, while they fit well within The Grid Method, some teachers find that completing them outside of the grid is beneficial for planning purposes. For example, if there is a science demonstration that requires close supervision and a large amount of set up, you may decide that you want to do it as an entire class demonstration or activity as opposed to an included Learning Opportunity on your grid.

DIRECTIONS: For each topic below, decide how you will incorporate it into your instruction while implementing The Grid Method in your classroom. You may be able to choose more than one for some topics.

HOMEWORK / CONTINUED LEARNING OPPORTUNITIES:

☐ **"Voluntary" (Included In The Grid) -** All of the competencies and information needed are included in the grid. Students may take home their grid work but no extra work is ever assigned. The motivation to complete the work should be driven by the learners need to master content not due to the assignment of a task.

☐ **"Assigned" (Included in the Grid)** - Students that are falling behind get assigned Learning Opportunities to complete at home from their grids.

☐ **Separate From The Grid-** Homework is assigned as extra work or instruction to be completed outside of class. This work is not included in the grid and is done as additional practice to support the work being done towards mastery.

PROJECTS / PBL:

☐ **Included In The Grid -** Projects and PBL units are embedded within the grid and broken into tasks that align with learning targets and assessments given. The final product is used to assess mastery at highest DOK level on grid.

☐ **Separate From The Grid -** Projects are worked on separately from the grid. The grid is used to build mastery that is applied within the project. The use of specified or set aside "project time" during a week or day can be utilized with this option.

☐ **Partially Included In Grid -** The project's earlier steps or components are part of the grid but the end result is completed outside of the grid as an entire group.

LABS / ARTISTIC EXPLORATIONS / LARGE DEMONSTRATIONS:

☐ **Station Based (In Grid) -** Station is set up with supplies and directions while being manned by teacher or "genius" (assistant) to aide students in completing a task while others continue to work on their mastery through the grids.

☐ **Whole Class -** A day is taken where students do not work on mastery through their grids but experience the Learning Opportunity as an entire class. (This should be timed in a manner where a large portion of the students will be able to access the content of the experience based on their current level of mastery)

☐ **Digital Adaptation (In Grid)-** Teacher creates video or finds simulation online to mimic the experience and includes it in the grid to replicate the cognitive experiences for the learner.

TRADITIONAL ASSESSMENTS / TESTS

☐ **Included In The Grid -** Tests are given and graded within the context of mastery and completion of the grid.

☐ **Separate From Grid -** Tests are given after completion of the grid separately, as an additional assessment of knowledge.

TOPIC 5: GRADING

Due to the large amount of variation, grading is one of the more flexible portions of The Grid Method. Because every district, state, classroom and teacher generally has their individual way of requiring grades to be reported, this flexibility becomes necessary. Within The Grid Method, however, a focus must be maintained on competency and mastery of the standards. Because the mastery grids that have been created are aligned directly with the written state standards being taught, the completion of these grids should (if done correctly) be able to reflect an accurate level of understanding. There are many options in how to report mastery or learning. For districts that already incorporate standards based or competency based report cards, this system fits very well within that model. For those who still utilize the traditional grading scale, some thought is needed to compute the completion of learning opportunities, assessments, and mastery grids to a letter grade. This section will provide options and tools to help identify how to implement completion of mastery grids into academic records.

IMPORTANT NOTE: Regardless of the chosen method of grading, best practices dictate that all grades should be based on mastery of standards and or learning targets, NOT completion of tasks.

EXAMPLE : Items like Worksheet 3.4 should not be included in your grade book. If Worksheet 3.4 covers Target 2 or a portion of Target 2, then the grade book should reflect mastery of Target 2 and NOT completion of the task that is Worksheet 3.4.

THIS SECTION INCLUDES:

- **"Grading Options Review" Resource:** Review various options for grading and reporting student progress and mastery of content.
- **"Assessment / Grading Plan" Activity:** Practice how to input grades using mastery based methods and student progress on the grid.

RESOURCE 2.5.1 - GRADING OPTIONS REVIEW

- **MASTERY - STANDARDS BASED:** Grading consists of only putting standards in your grade book. Each grid (based on the standards) represents mastery of that standard. Student progress on an individual grid is used to evaluate a percent of mastery. For example, a student has shown 75% completion of mastery grid at time of grade input therefore they have 75% as a grade).

- **MASTERY - LEARNING TARGET BASED:** Grading is composed of the developed learning targets represented within the mastery grid. Each target is worth a set amount of points and student progress on each level of the grid is utilized to measure mastery and provide a numerical percent or score. For example, a student gets to 4A on the mastery grid at the time of grade input. The student would receive full points for level 1, level 2, and level 3, but only partial credit would be given based on competency shown on level 4.

- **MASTERY + ASSESSMENT BASED:** Grading includes a weighted score based on either standards or learning targets with the addition of a set weight for score on tests or a final assessment. (Quizzes could also be included in this weighted score.)

- **FLEXIBILITY / OPTIONS TO CONSIDER:** When inputing scores it may be constructed so that 50% is failing, meaning 0 - 49% isn't necessary within this framework. If a student does not complete or attempt a standard simply recording 50% will provide the numerical data that they have failed that standard or target. This will help transition from letter based to mastery based reporting. There are many more options that are flexible, including weighting other things like homework, goal writing, or individual labs and assignments into the grade reporting. As long as the final grade is represented by at least 90% mastery and competency of written standards or targets, it can be utilized.

TASK 2.5.1 - ASSESSMENT / GRADING PLAN

INTRODUCTION: Regardless of the method of reporting you follow it is important to consider and think through it and develop a plan to report and assess student mastery as they complete grids. Complete the following tasks to assist you in creating a grading plan:

Which option, based on the Grading Option Review on page 34, are you most likely to utilize from the above choices and why?

_____

_____

_____

DIRECTIONS: Using the chosen method of grade reporting from the above question, you should now be able to think through a student being at a certain point on the grid that you created in Section 1 of the workbook. You should now do the following:

- ☐ Choose a square from the grid you created (3B, 4A, etc…).
- ☐ Decide how you will weight or numerically represent progress on the grid (e.g., each target = 10pts).
- ☐ Calculate what the student's grade would be based on the system that you chose to implement for grade reporting.
- ☐ Add additional weighted (created) scores, if needed.
- ☐ Fill out the Mock Grade Book below for that student.

MOCK GRADE BOOK ACTIVITY: Create data from your completed grid (From Section 1 of Workbook). Fill in each portion of this as if a student completed or showed progress on standards, targets, or assignments as dictated by your chosen grading option. "Input" should be descriptions of whats being measured. (Note: You may not need or require all portions depending on your choice.)

Note: what level or portion are you identifying that the fictional student reached in this scenario? (write below: EX: 3A) _____	**Input From Mastery Grid:**	**Other Input: (possibly from Grid)**	**Other Input: (possibly from Grid)**	**Other Input: (possibly from Grid)**	**Other Input: (possibly from Grid)**
STUDENT	score: out of:	score: out of:	score: out of:	score: out of:	score: out of:

CALCULATE STUDENTS FINAL MASTERY GRADE FROM DATA ABOVE: _____

To the dedicated educator who has completed this book,

I would like to personally thank you for taking the time to utilize this opportunity to create your own grid. I truly believe that when properly implemented, *The Grid Method* can increase student achievement, reduce management issues and help educators thrive in their classrooms. As previously stated, this is only the first step. There are, and will continue to be resources that will allow you to further explore and perfect your implementation of this system in your classroom at **www.thegridmethod.com**. Thank you again for allowing myself and *The Grid Method* into your classroom. I hope, more than anything, that you have found this helpful and applicable to your instruction.

Sincerely,

Chad A. Ostrowski
Founder & Developer of *The Grid Method*
Progressive Mastery Learning, LLC

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www.thegridmethod.com

www.thegridmethod.com