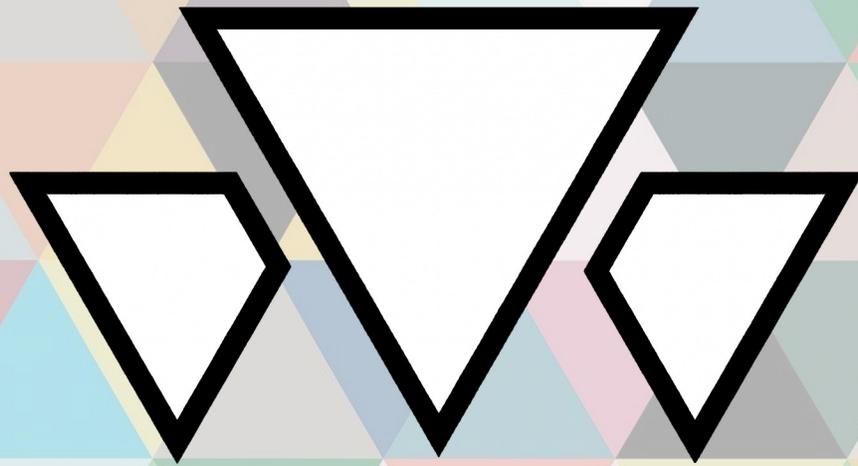


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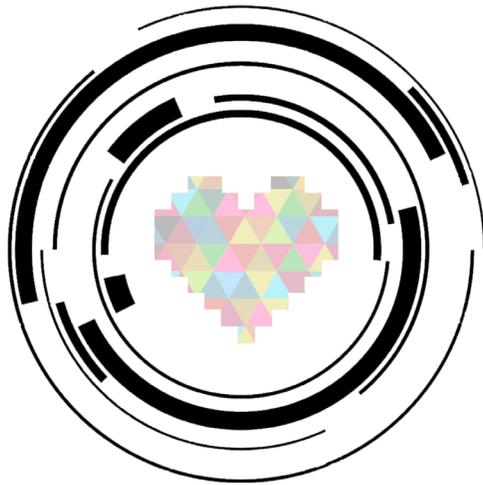


GRADING

= /

ASSESSMENT

A COLLECTION OF
GRADELESS, SCORELESS
ASSESSMENT
TECHNIQUES



The Human Restoration Project is devoted to recognizing that students and teachers are human beings, and schools need to bring this to light. Every person matters, and has varying passions, traits, and skills - and are not merely a vessel for absorbing content knowledge. Our work is focused on three core statements:

- Passion is the core of education: what someone loves should be the focus of their lives. Their unyielding goal must be found, developed, and catered to.
- Creativity is a literacy: all innovations are a result of creativity. Schools must express a system that reaches out to the heart of a student's imagination.
- Conforming of educational standards needs to end: our standards are rooted in the 1800s. There needs to be a movement that embraces local, speciality education that serves every student's capabilities and desires.

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A special thank you to our supporters on [Patreon](#) for making our work possible:

Proponents: Matt Laughlin

Sustainers: Jenny Lucas

Supporters: Erin Flanagan, Nick Covington, Synthia Jester, Whitney Payne

G = / A

Grades are meant to be representative of a child's progress. If a student is doing well, they receive an A or B, 3's or 4's. Often overlooked is the actual measure of progress: feedback. If you want to tackle objectives for a student, look no further than descriptive notes that highlight strengths and weaknesses. The letter grade is a summary, the notes are where one learns. However, as most teachers will recognize – students, parents, and schools care mostly about letter grades. The stigma of an A-student constantly chasing all As – “How dare you give me a B!” and the demotivated, struggling student receiving Ds – “Who cares anyways?” Rarely does a student say, “Huh, I never knew this! Thanks for pointing this out. I'll try it out next time!”

Many families are obsessive with the grade their child's been given. It makes sense – grades are actually a fantastic motivator for students – but only when they're doing well. Children who perform well on assessment will often chase that opportunity (consequently being nervous, anxious, and self-gratifying), while those who are behind fall even further behind. Nothing is more demotivating than receiving a low mark. Most parents are familiar with report cards – prompting a fist pump or look of dismay – then seeing the aftermath. While some will continue to excel, others simply give up. In fact, researchers showcased how students with first semester high grades saw little to no change in emotional and behavioral engagement in the second half, whereas those with low grades saw drastic drops ([Poorthuis et al., 2014](#)). This is quite the conundrum, as grades are meant to communicate standing, but it actually *affects* standing.

In response, schools are shifting to mastery-, competency-, and other updated grading scales. Some shift the traditional academic scale, for example allowing for retaking of assessment to earn an “A” or “mastery.” This falls victim to the same issue of demotivation, as those who perform poorly are less likely to push themselves to succeed. Others change

the paradigm to skill-based assessment, ranking on “soft skills” such as creativity and leadership. In every circumstance, the moment a scale is enacted, the results are skewed. How can we rank creativity on a 1 to 5 scale? What happens if a student has a “3” in creativity, then a year later has a “2”? What does a “5” leader look like? Do they look the same to everybody?

Rubrics are, without a doubt, the pinnacle of assessment. Everywhere one looks there will be a new “improved” and “faster” way to grade – more complex or more streamlined rubrics. These charts are the case-in-point example of the subjectivity of grading – why, when questioned – grading makes little sense. What is a “3” on grammar? Does sentence structure earn a “5” or a “4”? Does a student “pass” their formal presentation? There will be obvious successes and failures, but what about all the steps in-between? Won't assessors all grade differently? Despite the motivating factors at play, what if the entire system was flawed from the beginning?

The easiest way to put this to the test is to create a rubric of one's choice for any assessment with a small group of teachers. Then, have each teacher grade using that rubric a series of papers (presentations, projects, whatever the assessment may be), without seeing what each other marked. It is almost a guarantee that discrepancies will exist. Furthermore, by placing even more teachers and even more assessments, the results will become more and more skewed. Each time an assessor is brought into the fold, more grading discrepancies will exist. Every time a new rubric category is introduced, more variance will come into play. At this point, what does a grade even mean anymore?

Why not throw out the entire system? If there's no way to grade without implicit or explicit bias? Why not just give feedback?

Research shows that students learn the most from feedback without a grade ([Butler, 1987](#)). Of course, the traditional system has been in place for a long time, and rejecting and exiting its hold requires bravery, a



lot of hard work, and methodological change. Not only does one need to convince themselves it's the right thing to do, they must convince students, parents, teachers, the district, and higher education. But if this is what's best for students, why would we not go all in?

It seems like the obvious solution to the problem. Instead of formulating a dozen new educational frameworks for assessment (despite the financial incentive of doing so), why not drop grading entirely and focus on what great assessment looks like? After all, what barriers may exist?

Students

Students may be dependent on grades to have a constant reminder on how they're doing. How do they know if they're "doing well" without a grade? They must then rely on feedback alone to critically think on what to improve and do differently. Just how most people learn naturally, we should be in a constant ebb and flow of learning, remembering, and doing. We shouldn't always do well nor always do poorly – and measuring using grades has taught us otherwise. Students should feel empowered to learn for the sake of learning through authentic, meaningful assessment. A drastic shift would occur that could deemphasize outdated work (daily homework, worksheets, "fridge" assignments), as no one would bother to do them. Instead, students would do the work they find beneficial – and we must give them a voice in their learning.

Parents

Parents utilize grades to track their child's progress. Are we not responsible for letting them know where their child falls? All things considered, what does a grade actually communicate to parents? How well a child listens? How good they are at following directions? How much of what is taught and memorized is relevant? It's common for parents to struggle with understanding their student's work once they reach higher grades. Of course, this isn't because they never learned this information, but because it was quickly lost as it was never applied. In a system without grades, parents would need more communication from teachers (and their child) as they'd be focused on

"what did my child learn today?" rather than "how is my child doing?" – which are important philosophical differences.

Teachers

Though grades were intended to be used to communicate learning, many use them as motivators. Would students do any of their work if it wasn't for a grade? How can you design compulsory work at school without a system that reinforces compulsion? Simply stated, you cannot. It's up to teachers to deliver innovative, practical, and emotionally-connective lessons and projects that engage learners so they want to learn. It's relatively simple to state: design lessons that students care about. To do so, have students lead the discussion and class as much as possible – act as a guide and mentor rather than a taskmaster.

And grading does not mean an end to assessment. The easiest – and emancipating way for teachers and students alike – is to let students track their own progress. When students assess themselves, they're more likely to be empowered learners and take away much more information than the traditional model ([Hattie, 2012](#)).

Higher Education

It's a myth that colleges reject students who don't have a class rank or grades. The highest ranked schools in the country consistently take in young adults from gradeless institutions and homeschool students. More of an emphasis is placed on the experiences and work these students have done (which they've likely had many due to their reimagined classrooms.) Interestingly enough, it could be argued that students who have no grades or class rank are *more desirable* as they're unique.

Even though change is difficult, we owe it to the next generation to make lessons empowering. Ironically, those who perform best in our current system – achieving all As – tend to go on to do less. Valedictorians rarely go on to do innovative things because their main strength is the ability to comply – not developing creative solutions ([Barker, 2017](#)). We need students who can find knowledge for themselves, can listen and improve from feedback, and are tasked with problems that they can solve in the real-world.



There's no reason to practice hours on end to receive an "A" when one could be doing practical work to help someone in need – or learn more about themselves – or make strides in philosophical inquiry.

The following pages are a starting point - a place of reference. All resources are available online for free. Each assessment technique could be paired with another or utilized solely. Of course, many other works exist - we chose what we believed to be the simplest to understand and dissect.

After, we cover some of the basic troubleshooting issues some may find while attempting to go gradeless. Make no mistake, this shift is not going to increase student motivation nor make classrooms better without any other consideration. One must reconcile that without the extrinsic motivation of grades, a teacher must listen to the intrinsic needs of students - completely changing the classroom dynamic and allowing for student voices to be heard.



COLLECTION

Assessment Ideas

7: Self Assessment

8: Peer Assessment

9: Student-Led Conference

10: Audio Feedback

12: Portfolio

13: Presentation

14: Self-Paced Mastery

15: What if a grade is required?

16: Work-Life Balance

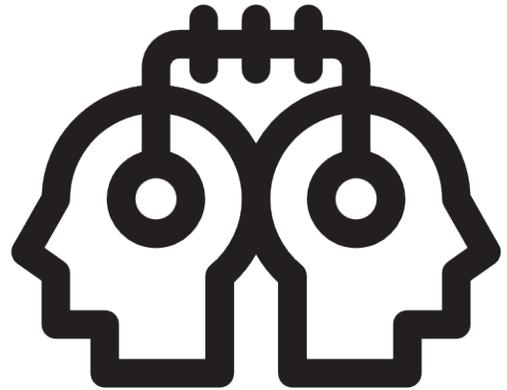
17: Issues with Replacement
Systems

18: Change on the Horizon

SELF ASSESSMENT

One of the largest downsides to grades is the frantic amount of work that upsets the work-life balance of educators. Luckily, students are more than capable of guiding their own learning - they are more than vessels waiting to be filled. Although a teacher's feedback is still vastly important, more of a role can be placed on students to gauge their progress.

Self-assessment techniques should be used *frequently*. According to John Dewey, self-reflection is the fundamental point of learning from experience - but it takes practice. Completing worksheets or common rubrics to self-assess on a consistent basis may dampen, not increase student results. Instead, use many methods of recording what a student learns and how they believe to be doing. Encourage students to brainstorm the "next step" and learn *for themselves* - deprogramming that schools can only teach them what to learn.



Recommended Resources:

[Blog: The Teaching Experiment](#): Provides details from a math classroom on how self-assessment was integrated into their assignments, allowing for less stress and homework, coupled with more relevant information and understanding.

[Research: McMillan & Hearn](#): A summary overview of self-assessment and its usage in the classroom, including tendencies toward mastery and reflective thinking. Provides multiple stages of implementation, a lengthy amount of research studies, and highlights the benefits of its usage. Especially noted are the benefits to intrinsic motivation as a result of taking control of one's learning.

[Research: Ndoye](#): Demonstrates the efficacy of using self (and peer) reflection through sampled graduate students. Not only did students have increased academic performance, but also higher motivation, understanding of the purpose of the course, and a more supportive learning environment.



PEER ASSESSMENT

Obviously similar to self-assessment, peer assessment takes focus away from the “all powerful” educator and places more emphasis on students. Not only are students learning to provide feedback to each other, they are learning through the process of assessment.

Peer assessment is more than providing answers to students and having them “grade each other.” Instead, ample time is given to speak, present, and test ideas with each other with designated time for constructive feedback. Learning is celebrated and purposeful.

Students would then reflect for themselves, providing feedback from what they’ve learned, and accomplishing goals to move forward. A teacher would guide students through this process through check-ins, conversation, and other guided notions.



Recommended Resources:

[PeerGrade](#): Although it must be customized to not become a rubric-grading tool, PeerGrade is a great technological tool to easily distribute submitted work among students for evaluation. One can customize all aspects of what students should look for, as well as who sees it. In addition, summary details are given across all avenues of what learners are accomplishing. Almost all notable features are free.

[Research: Ako](#): Guides both peer- and self- assessment, showcasing best practice in both of its utilizations. The overview emphasizes the need for change in the core structure of teaching - placing more responsibility on learners rather than the instructor.

[Research: Logan](#): Findings demonstrate that although peer and self assessment initially take a long period to implement (requiring time for reflection and general unfamiliarity), students have fundamental gains in self-critical leading.



STUDENT-LED CONFERENCE

Student-led conferences are a needed shift from the top-down nature of a traditional parent-teacher conference. Instead of a teacher leading the discussion, a student prepares (throughout the year) a formal presentation to provide to their family members.

It tends to be that students are brutally honest about their progress and will offer suggestions for improvement. If prepared for effectively, this is a paramount tool in realigning practice without demotivating potential.

These conferences can run parallel to formal assessment if needed - with official notes taken, agreed upon by family, student, and instructor. This feedback is more effective as it is a back-and-forth, organic process rather than a prescribed notion.



Recommended Resources:

[Excerpt: Berger](#): Practical advice on how to effectively use and demonstrate learning through a student-led conference, as well as its variety of benefits.

[Edutopia: Overview](#): A in-depth guide to preparing and presenting a student-led conference to a family and/or teacher. Many resources are listed at the end of the article that provide further ways to adapt this to one's own classroom. Integrated with the student-led conference are aspects of a portfolio and/or reflection.

[Research Study: Taylor-Patel](#): An analysis of how successful student-led conferences can be for the development of a child. A specific framework is outlined to acknowledge true success, with warnings detailed on how false or unprepared presentations can decrease learning goals. This is an incredibly in-depth work, we specifically suggest Chapter 4C (Development of Competencies) and Chapter 5 (Beliefs of Parents/Teachers/Students).



AUDIO FEEDBACK

This is not a drastic change to traditional feedback, but removing grades can feel daunting (consistent authentic feedback is hard to do!) Therefore, considering audio or video feedback can dramatically cut down work time.

Simply by recording one's stream of thought (similar to how most teachers work with students one-on-one anyways), one can give authentic comments of praise and improvement.

Many free solutions exist to this problem, and many students will respond *better* to multimedia feedback rather than written. Furthermore, students can use the same tools for assessing themselves and their peers.



Recommended Resources:

[Vocaroo](#): Easily the simplest audio tool, this website has a large red record button - and that's about it. One can download their voice after speaking, then submit via email, LMS, or another tool.

[Audacity](#): A free tool that's similar to most professional options, Audacity allows a user to edit their voice in a variety of ways, then can be exported to almost any audio format.

[Kaizena](#): Specifically for Google Documents / Chrome, Kaizena allows a teacher (or students) to leave verbal feedback on documents (including PDFs!) by highlighting then speaking. Although this tool hit a rough spot (earning it a quite low review score), it has recently reverted to its former glory. This is especially useful for students with difficulty writing as well.



PORTFOLIO

Portfolio-based assessment utilizes an overarching collection of works that showcases a student's best achievements over the course of a class, semester, or year. Typically, one would divide a portfolio into different categories: either by specific content standards or skills (creativity, presentation, research). A student would choose their personal bests.

Assessment would occur over the course of the semester through frequent feedback from peers and the instructor on their work - constantly striving to make incremental improvement (or switch to a more complex work.)

Portfolio-based assessment has the added benefit of being the fastest growing application mechanism for colleges. Many higher education institutions offer a portfolio-pathway for incoming students. (In addition, "creation" careers such as coding and graphic design tend to solely require portfolios rather than degrees.)



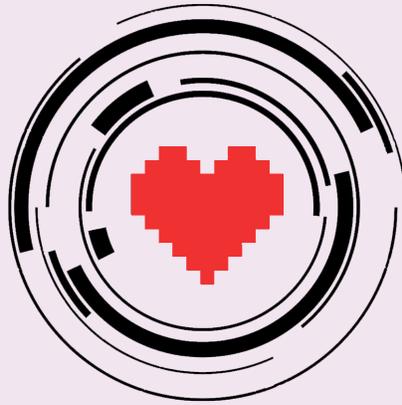
Recommended Resources:

[Seesaw](#): This web-based (and smartphone app.) is undeniably one of the best ways to gather a portfolio. Students can create (or be assigned) categories to submit logs, images, and video from their phones, class iPads, or computers. All of this data is visible to the instructor (and if set, peers) where one can leave comments. Similar to Instagram, many students will connect with the interface instantaneously. Parents can constantly be informed on what is going on in the classroom via public sharing settings. Best of all - most of the features are free. For the (fairly) low fee of \$120 a year, teachers gain access to formal assessment and private notes. Otherwise, public comments are free and support the gradeless claims we're pushing for.

[Excerpt: Jones](#): An overview of an English portfolio system which demonstrates more responsibility placed on students for assessment, as well as increased communication between family, teacher, and child.

[Research Study: Nowacki](#): Based on doctoral candidates, students who received a traditional portfolio grade had reduced stress and moderately higher overall grades, but felt less affirmation and self-assurance on their skill (exemplifying the need for constant feedback and the peril that grading has on our students.)





THE HUMAN RESTORATION PROJECT

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In addition, please share our mission, website, and resources with everyone you see fit. The more people that hear about this movement, the more we'll help students in classrooms everywhere. Spread the word around your school and social media!

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PRESENTATION

A final presentation highlights a student's achievements over the course of a semester or year through a formal presentation. Similar to a TED Talk or business pitch, students present to a large audience on what they've accomplished and learned - selecting their personal highlights.

Community members, parents, and staff meet in checkpoints throughout the year and provide recommendations to student presentations. As a result, learners are constantly shaping their journey with the help of others.

These are a great way to bring others into the learning process as well as advertise the work of one's students. Paired with a celebration of learning or [expo night](#), these presentations will affirm a child's work throughout the year.



Recommended Resources:

[EL Education: Video Demonstration](#): Paired with a portfolio, this powerful video shows how much this form of assessment impacts children. Personally, we do not agree with the use of academic rubrics (rather, provide a sheet for what to look out for, while still assigning areas of strength and growth). That being said, the nature of this presentation is so important for the crowd to hear.

[Blog: Mark](#): A simple, practical overview of the connection final presentations make to learners and their families.

[Edutopia: Paccone](#): A fantastic overview of preparing students effectively (as well as assessing properly) an end-of-term presentation. This guide offers protocols that are simple to follow, as well as links to a variety of resources used.



SELF-PACED MASTERY

Mastery-based assessment is an attempt to balance traditional grading while allowing for multiple types of work to demonstrate knowledge and resubmissions. Sometimes used as an alternative grading mechanism, this overview is aimed at the concept of a single point “Mastery” vs. “Non-Mastery.” - or goal-based assessment.

In this format, students are given a list of tasks to accomplish by the end of a designated time period. Teachers dictate how self-directed their classrooms are - but usually students are in independent study. Sometimes teachers will offer full or small group lessons to meet tasks.

Students demonstrate mastery through any way the teacher and student agree upon. Sometimes, progressive educators will map projects to multiple mastery standards. Mastery standards tend to be skill-based, not content-based (e.g. “Demonstrate multiple ways to solve a problem.”)



Recommended Resources:

[Article: Bray & McClaskey](#): A step-by-step look at how to set up a self-paced classroom - including the methodology and actual physical layout of the room. A good introduction to anyone just getting started in operating their class this way.

[Excerpt: Dempewolf](#): Although we disagree with the use of all textbook supplied materials and traditional “one size fits all assessment” (students should choose how to display their knowledge) - this overview does present a solid framework for understanding the ideas of a self-directed mastery-guided classroom.

[Podcast: Cult of Pedagogy / Natalie McCutchen](#): An interview with a teacher who utilizes self-paced learning, offering an understanding of differentiation and common troubleshooting techniques.



What if a grade is required?

We recognize that going gradeless is not a snap decision. Most districts *require* grades - and a singular teacher has very little power in changing that. When faced with district, parental, and even student complaints, it can seem daunting to change the grading culture of education. Of course, there are many solutions.

Solution #1: Pure Self-Assessment

Flipping the table onto a student's behalf may seem illogical (why would a student not give themselves an A? is this fair?), but if we assume that grading itself is an illogical process, this formalizes a record for "assigning a grade."

That being said, a formal framework could exist which ensures students submit supporting evidence of their grade through one of the previously mentioned techniques. However, one must not cross the path of just masking grades - for example by assigning an "A" for a certain length or amount of work. This, given all the research surrounding grades, would negate the entire purpose of gradeless assessment.

Solution #2: Standard Mapping

One of the most promising techniques of achieving near-gradeless results is measuring student growth through objective tasks. Instead of assigning blanket work, giving a grade, then moving on, a teacher (or department/school) create a relatively small (~10-30) list of standards for students to accomplish. (See our "Self-Paced Mastery" assessment technique.)

Rather than a teacher keeping track, students are assessed based on their ability to complete required objectives and maintain a record of their work (in a portfolio or similar system.) A brilliant summary of this process can be found in [this blog post by Sarah Zerwin](#).

Solution #3: Just Assigning A's

Depending on one's rapport with administration (and reputation in general), this decision may be met with adversity or general disacknowledgement. One may be the "easy teacher", be called into a concerned administrative meeting and forced to change, or be accosted by teaching peers.

Generally speaking, this is the most valid way of "going gradeless" while still maintaining a grade. No matter what a system is replaced with, if students know that *something* they're doing will equate to a grade at some point, they will have extrinsic, negative motivation. If students know, up front, that they will receive an A - this will both incentivize them to properly learn (while conversely making the teacher work harder to listen to their desires). All-in-all, an all A's classroom is essentially a gradeless classroom.



Work-Life Balance

Teacher burnout is a real issue in the United States. Naive teachers may believe that passion is the prescription to solve stress, anxiety, and workload, but the over-abundance of manufactured grading and planning will over-encumber any professional. Luckily, gradeless assessment can revolutionize this problem and take a giant weight off one's shoulders.

It is simply not the case that teachers should expect to work for hours once going home. A fanatical teacher myth surrounds the heroic educator who constantly works for their students - assuming that one who *doesn't* do this is letting them down. Nonetheless, if one exerts themselves constantly, they will do their children a disservice - becoming neurotic, short-tempered, and sleep deprived. To treat students with empathy, respect, and care is to also treat oneself in the same manner. Teachers must employ their passions, take ample breaks, and be human.

Assessment rarely needs to happen at home. In fact, the majority of a teacher's planning should be prior to the school year: seeking out opportunities to interact with the community, brainstorming potential projects, and developing frameworks (like these!) to test out. Otherwise, everything else predominantly occurs in the classroom. Planning is a discussion with students on where they want to go next, feedback is given in class while students work independently or in groups, assessment is constantly occurring through self and peer review.

Going gradeless does not mean that students will receive less feedback - instead they should have *more*. Because there's less time spent calculating an average, figuring out what a "3" is, and other nonsensical statements - more time can be given to writing, recording, and utilizing students to record feedback (in a gradebook or otherwise.)

This intentional focus on reflection and feedback - at the risk of sounding repetitive - is how a classroom manages itself without putting all burden on a teacher. This isn't someone being lazy - this is simply authentic, progressive teaching. Despite the guilt that may initially come with having afternoons "off" - this is the same we expect that *all people* should have. Reading books, taking a break with one's family, catching up on a Netflix series, or creating a passion project - these are all examples of "homework" for anybody. Being a relaxed, "normal" person will lead to a more relatable, well-guided classroom.

Not to mention, by having students reflect and assess themselves (and others), they will be gaining the tools on *how* to learn rather than *what* to learn. The "teach a man to fish" statement is well-regarded: we're not doing a disservice by stepping back from the front of the room, we're actually equipping children to be better learners.



Issues with Replacement Systems

Competency-, mastery-, standards-, skill- and other “based” systems are replacing traditional systems throughout the country. Although a marked improvement, usually, over an A-F system, these systems do little to solve the subjective, demotivating behavior of issuing a score.

For example, most competency systems adjudicate a numerical score for certain skills demonstrated in the learning process. Just as an “A” “B” or “C” could look entirely different from classroom to classroom, a “3” in presentation skills could look markedly different than a “2” or “1.” Masking the grading system with something other than a letter grade is simply rearranging the inner problem.

The second a student is presented with an extrinsic motivator: something that ranks them to others or beckons them to “aim higher” - is the moment where they no longer care about learning as much as achieving that mark. Competencies and other frameworks are fantastically written to find *what* students can learn about, but we should be careful in our judgement of those skills.

No matter what system is used, if a student scores low: “Non-Mastery”, “Not Achieving”, “1”, “Unsatisfactory” - they will lose motivation just as failing students do in the current system. Those who chase consistently high grades will stress themselves to achieve the most prestigious mark. Introducing a system which utilizes these traits won’t solve the underlying issue.

Therefore, although replacement systems may target better learning outcomes, we must reject their usage of ranking and scoring. It goes against our cultural system: capitalistic, competitive tendencies make us want to “win” or “be the best.” We want a simple, easy to understand, “this is how I’m doing” number, even if that number is riddled with inaccuracies. It takes much more thought, reason, and critical thinking to develop listening to feedback and taking a new course of action.

Perhaps it’s that currently, students are not learning how to learn. Instead, they are learning *what* to learn. At the risk of sounding semantic, it seems as if we don’t want to take time for children to make decisions about their learning - to strive to find their passions and interests - instead it saves a lot of time and effort to say, “do this, here’s how you did.” Pressing time away from standardized test preparation to authentically gauge student outcomes is becoming increasingly infeasible.

Of course, it is up to educators to take a stand against this system. Even if going completely gradeless isn’t possible, there are steps to move away from the process as much as possible. If we know what doesn’t work, it would not behoove us to continue to sponsor that system.



Change on the Horizon

Going completely gradeless is becoming a more accepted practice. As more research surfaces (and resurfaces) on the benefits of this practice, more institutions are recognizing it. Three promising changes are already occurring:

#1: College Admittance Portfolios

As colleges become more holistic with the acceptance process, many have incorporated creative pursuits and “best work” portfolios. Although top grades, class rank, and standardized tests still are overemphasized, the lack of these does not typically hurt performance. Arguably, a portfolio *with no grades* has a better chance of success, as the contributor is more unique than their competitors and has no potential for grades to hinder them.

For example, the newly founded [Coalition for College Access, Affordability, & Success](#)- a group of 80+ colleges has retooled the Common Application toward a portfolio-setting, offering tools for students to upload their work and guide their next steps. The service is free to all lower-income students.

Furthermore, many of the same schools which devalue standardized testing are those that offer portfolios as a basis for entry. Find the full list [here](#) (via [FairTest](#)).

#2: Gradeless Self-Directed Schools

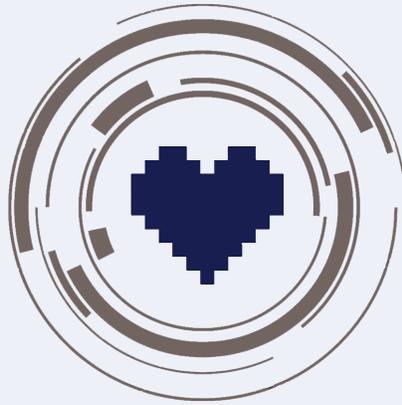
Most self-directed schools do not use any grades at all, yet have extreme success in directing applicable students toward college. As more of these schools are established, it further proves that the model of gradeless learning works, even in formalized settings.

Many have found a way to “translate” grades (as showcased on page 15) to appeal to higher-ed. With the self-discipline that gradeless students have achieved, they are often quite successful. (See this [article by Katrina Schwartz](#) for more information.)

#3: Mastery Transcript

Perhaps most promising is work being done on the Mastery Transcript: a new uniform system of assessment that focuses on skills first, grades second. An emphasis is placed on the only standardization being the format of the transcript, so that higher education is able to see what specific skills a student has worked on. Importantly, each school can decide (or leave up to students) what they should work on. Seriously, [check this out](#).





THE HUMAN RESTORATION PROJECT

Like the resources we offer? We also provide in-depth, purposeful professional development for schools. Whether it be remote or in-person, we are committed to designing and implementing individualized professional development experiences that go beyond surface-level workshops.

Our intent is not to certify trends and fads, but rather instill core values that lay a foundation for progressive education. Either in-person or virtually, we aim to leave staff and administration understanding the why. We will leave you armed, rehabilitated, and ready to tackle fundamental changes that you desire (no matter your current situation). Our purpose is not to indoctrinate or assimilate, but rather encourage your discovery of the human element in education.

Every single school is different. We will work with administration, staff, and students to build the best possible developmental experience. Therefore, our primary goal is figuring out what best serves you. Before arriving, we will survey, question, and analyze information asked from your school community. From there, we'll build a school-centered program that drives you further in progressive education.

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