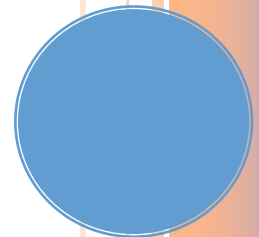




# 6-12 GUIDELINES FOR ASSESSING STUDENT LEARNING

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## Introduction

During the 2005-06 school year, the Curriculum Coordinating Council identified a process for articulating the curriculum being taught in all courses and an electronic software, Eclipse, to document this curriculum. This process allowed teacher teams to identify **learning targets** for all units in each course which led to one of our Professional Learning Community questions “*What do we want students to learn?*” and making sure the **assessments** helped us in answering another PLC question “*How do we know they learned it?*” This curriculum mapping process of matching learning targets to assessments led to the question of how we communicate this information to our students and parents.

Beginning in 2006, the Elementary Report Card Committee, consisting of representatives from each grade level and elementary school and from special education, was formed to create tools for students, parents and teachers that communicate the individual growth of every student. While looking at grading policies and procedures, it was apparent that there were inconsistencies in grading practices. After further research and learning in the area of “grading for learning” versus traditional achievement models, the committee determined that a change to a standards-based reporting system would best communicate individual student growth. As a reflection of this transformation, the committee evolved into the Elementary Grading and Reporting Task Force. The group was influenced by other district initiatives such as Professional Learning Communities, curriculum mapping, Everyday Math, technology resources, and SMART goals. With these initiatives shaping the work, this committee was responsible for the introduction of a standards-based report card and the elementary grading and reporting guidelines in the district.

During the 2008-09 school year, the middle school and high school began conversations and discussions about grading practices. Faculty from each school read an assortment of materials from a variety of professionals who have researched best practices in grading and learning. The Professional Learning and Learning Team, comprised of administrators and teachers from all schools, completed similar reading and research in this area. The Team began compiling some of the information to begin guiding a district direction in this area.

In August 2009, Dr. Thomas Guskey presented information and research in improving student learning with standards, assessment, and grading. Dr. Guskey outlined implications from his research on classroom level strategies that improved student learning. Dr. Guskey suggested changes to current practice to better communicate student learning and improve assessment and grading. From this presentation, individual teachers and district schools continued to discuss and implement best practice in grading and reporting. From the work, it was determined that consistency was needed among classrooms and between John Long Middle School and Grafton High School. To accomplish this consistency during the 2009-10 school year, the 6-12 Grading Committee formed, met, and drafted these grading guidelines. During the 2010-2011 school year, the 6-12 Grading Committee continued to research and develop exemplary grading practices by visiting schools involved in a similar change process and continuing to follow current research and trends in secondary grading practices. The Grading Committee submitted a revised grading policy and guidelines to the Board of Education for action and implementation in the spring of 2012. At that time it was determined that further revision was necessary. The committees continued to work with teachers and parents to develop a refined document that was

reflective of and relevant to the Grafton Community. The final document was presented to the Board of Education for approval in January of 2013.

Each spring the Grading and Reporting Committee completes an analysis of the grading guidelines to ensure that we are meeting student needs. During the 2015 analysis, the committee decided to make several changes to the document to allow for specific adaptations that best meet individual department and student needs based on curriculum and content areas. These changes are reflected in the August 2015 revision.

The purpose of this grading document continues to be to identify core practices that are essential to consistency in grading in grades 6-12 and to provide a model for teacher implementation in every classroom. Consistency in assessment and grading practices increases fairness for all students and improves communication from teacher to teacher and teacher to parent or student by giving grades a similar meaning between classrooms.

*“Teachers will integrate assessment into instruction so that assessment does not merely measure students, but becomes part of the learning process itself.” – Breaking Ranks, (25) 1996.*

## Philosophy

### **Our Vision:**

The Grafton Learning Community exists to prepare learners for a dynamic tomorrow.

### **Our Mission:**

To create a guiding document that outlines the learning, recording and reporting of student performance.

### **Our Purpose:**

The purpose for grading is to engage teachers and students in the process of assessing progress toward targeted knowledge and skills in order to inform learning and instruction. The purpose for final grades is to communicate to students, parents, and teachers the level of competency a student has achieved toward a standard or learning target.

### **Our Framework:**

Professional Learning Community Model, focusing on the professional behaviors of educators that include:

- Talking with one another about practice
- Sharing their craft knowledge
- Observing one another while they are engaged in practice
- Rooting for one another's success
- Respecting one another
- Willingness to share mistakes
- Being open to critique each other's practices and procedures.

### **Our PLC Guiding Questions:**

*What do students need to learn?* Clarifying the essential student learning targets and outcomes including how students learn.

*How do we know that they have learned?* The development and use of common and coherent assessments to determine if students have learned the agreed-upon curriculum.

*What do we do when students are not learning?* How to collectively respond in class and out of class when students don't learn the agreed-upon curriculum.

*What to do when students have already learned a concept?* How to collectively respond in class and out of class when students need more than the agreed-upon curriculum.

## Guidelines for Grading Academic Achievement

**The Essential Question:** How do we consistently and fairly measure student mastery of designated **critical learning targets**? (*definitions of bold terms and examples are found in the glossary*)

**The Enduring Understanding: Grading** indicates mastery of a defined outcome in relation to a specific critical learning target.

To accomplish this, educators will define critical learning targets, identify what mastery looks like, and use an assessment to evaluate student mastery.

An **assessment** is an activity designed to communicate a student's mastery of a target. These assessments can be **formative** or **summative**. Students should be aware upon assignment if an activity is designed as a formative or summative assessment. A summative assessment occurs only after sufficient practice assessments and feedback are completed as to reasonably assure mastery. Effective **feedback** needs to be timely and meaningful. This means that feedback needs to be regular and specific, combined with guidance and directions for making needed improvement. Feedback is formative. It provides students information on the improvements they need to make to master a critical learning target.

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### **Current Research** regarding *Grading Academic Achievement*:

- Clearly communicating to the student the purpose of the assessment
- Using **rubrics** and clear critical learning targets
- Providing timely, specific feedback on how to meet a critical learning target
- Providing notification to parents when a student does make expected progress toward mastery of a learning target
- Matching assessment with instruction and practice
- Providing students an opportunity to practice and receive feedback prior to assessment of a critical learning target
- Providing students with learning targets and goals ahead of time
- Providing exemplars to view achievement levels
- Using "I" or incomplete and giving students the opportunity to redo work
- Evaluating academic achievement on mastery only
- Using multiple forms of assessment over time to determine clear and consistent mastery of learning targets

### ***Supporting Evidence***

- ❖ "Communicating student achievement is the primary purpose of grades. Simply stated, if clear communication does not occur, then none of the other purposes of grades can be effectively carried out." (O'Connor, p. 60)
- ❖ "Major purposes of Grading and Reporting
  - To communicate the achievement status of students to parents and others.
  - To provide information that students can use for self-evaluation. To select, identify, or group students for certain educational paths or programs.

- To provide incentives for students to learn.
  - To evaluate the effectiveness of instructional programs.
  - To provide evidence of students' lack of effort or inappropriate responsibility.”  
(Guskey, p. 51)
- 
- ❖ “A grade represents a clear and accurate indicator of what a student knows and is able to do – mastery. With grades, we document the progress of students and our teaching, we provide feedback to students and their parents, and we make instructional decisions regarding the students.” (Wormeli, p. 103)
  
  - ❖ “Descriptive feedback indicates what students can currently do and what they need to do in order to achieve a target curricular aim or master an in route building block related to that aim.” (Popham, p. 114)
  
  - ❖ “The most powerful single innovation that enhances achievement is feedback.” (Hattie, 1992)

*“Feedback is the breakfast of champions” - Vince Lombardi*



## Guidelines for Assessment

**The Essential Question:** How do we use student work as an assessment of learning?

**The Enduring Understanding:** Student work has four distinct purposes which should be communicated to students when an assessment is given. Formative, **benchmark** and summative assessments are used to monitor and report student learning. Corrective assessments are used to demonstrate on-going mastery learning. It is the expectation of the district that all similar courses, even if taught by different teachers, will use the same percentage of benchmark assessments and summative assessments to determine a final course grade. (e.g. All Algebra 1 teachers would have 30% Benchmarks and 70% Summative Assessments,.)

- ❖ Formative assessments (practice) are designed to extend learning in the classroom or from the classroom if done outside of class, to enrich the student’s knowledge base, and to inform teacher instruction. This type of work is corrected but is not used as a summative assessment and, therefore, does not factor into the final grade. Students must show evidence of expected learning on a formative assessment prior to taking a summative assessment.
- ❖ Benchmark assessments (graded) are completed by students after formative assessments (practice) and build toward a future summative assessment. Students will receive a grade that will be reinforced or replaced by a summative assessment. When turned in by the deadline, work is given credit. **Homework can be used as a benchmark assessment.**
- ❖ Summative assessments (graded) are designed to assess whether a student has mastered a learning target.
- ❖ Final exams (High School ONLY) are designed to assess learning over a semester. Final exams will be between 0-20% of a semester grade. It is the expectation of the district that all similar courses, even if taught by different teachers, will use the same percentage weight on a final exam. This only applies to departments that give final exams.

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### **Current Research** regarding Assessments

- Formative assessments must provide opportunities for students to respond to feedback.
- Formative assessments must provide opportunity to practice without academic consequence.
- The student must complete formative assessments before a corrective assessment is given. These additional formative assessments are determined by the teacher based on the results of the summative assessment. These formative assessments may include completing missing assessments, additional teacher-determined assignments or mandatory additional instruction with the teacher at a teacher-determined time. The reasonably determined timeline for these assessments is determined by the teacher.
- Parent/student should sign original performance, the request for a corrective assessment, and expectations for the course. This is not done for “points” but to inform parents/students of progress and how improvement will be made.
- The format or style of a corrective assessment may be different and more rigorous from the original assessment and, at the discretion of the teacher, may reassess on only the standards that were not mastered.

Figure 1 – Assessment Overview

	Formative (For Learning)		Summative (of Learning)	
Type of Assessment	Formative	Benchmarks	Summative	Final Exam (HIGH SCHOOL ONLY) Comprehensive Assessment of learning targets
First attempts and practice of a learning target	Assessment of progress toward a learning target	Assessment of learning at predetermined time	Comprehensive Assessment of learning targets	
% of Grade	0%	10-40%	60-90%	
Total of Benchmark and Summative will be 80-90% of the Final Grade				0-20%
Examples	<ul style="list-style-type: none"> <li>Daily Practice</li> <li>Reader's Log</li> <li>Discussion Questions</li> <li>Smart Board Work</li> <li>Exit Slips</li> <li>Journals</li> <li>Reader's Notebook</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Lab Reports</li> <li>Quizzes</li> <li>Writing Pieces</li> <li>Practice Reflections</li> <li>In Class Performance</li> <li>Reader's Notebook</li> <li>Discussions</li> <li>Projects</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Tests</li> <li>Projects</li> <li>Presentations</li> <li>Papers</li> <li>Lab Reports</li> <li>Performances</li> <li>Other</li> </ul>	<ul style="list-style-type: none"> <li>Final Assessments</li> </ul>
Expectations Of Teachers	<ul style="list-style-type: none"> <li>Define the purpose of the assessments and share learning targets with students</li> <li>Strategic, sequential – builds toward Summative Assessment</li> <li>Based on Learning Target</li> <li>Provide timely, meaningful feedback (very quick)</li> <li>Differentiated Instruction</li> <li>Differentiated assignments</li> <li>Assign extended time outside of class for students not demonstrating sufficient progress</li> <li>Conferring with students</li> <li>Communicate with parents regarding patterns of poor work habits.</li> </ul>	<ul style="list-style-type: none"> <li>Define the purpose of the assessments and share learning targets with students</li> <li>Strategic, sequential – builds toward Summative Assessment</li> <li>Based on Learning Target</li> <li>Provide timely, meaningful feedback and grades</li> <li>Differentiated Instruction</li> <li>Differentiated assignments</li> <li>Assign extended time outside of class for students not demonstrating sufficient progress</li> <li>Provide additional instruction as needed</li> <li>Conferring with students</li> <li>Communicate with parents regarding patterns of poor performance including access to assessments</li> </ul>	<ul style="list-style-type: none"> <li>Define the purpose of the assessments and share learning targets with students</li> <li>Based on Learning Target</li> <li>Administer district common assessments</li> <li>Provide timely, meaningful feedback and grades</li> <li>Provide Corrective Assessment as needed after a student completes additional formative assessments on a teacher-directed timeline.</li> <li>Assign extended time outside of class for students not demonstrating sufficient progress</li> <li>Conferring with students</li> <li>Communicate with parents regarding performance.</li> </ul>	<ul style="list-style-type: none"> <li>Define the purpose of the assessments and share learning targets with students</li> <li>Based on Learning Target</li> <li>Administer district common assessments</li> <li>Communicate with parents regarding performance.</li> </ul>
Expectations Of Students	<ul style="list-style-type: none"> <li>Complete all assigned work</li> <li>Actively participate in the learning process</li> <li>Demonstrate sufficient progress toward mastery of learning target with quality work</li> <li>Demonstrate best effort</li> <li>Must demonstrate success prior to taking a benchmark assessment</li> </ul>	<ul style="list-style-type: none"> <li>Complete all assigned work</li> <li>Actively participate in the learning process</li> <li>Demonstrate sufficient progress toward mastery of learning target with quality work</li> <li>Demonstrate best effort</li> <li>Must demonstrate success prior to taking a summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Complete all assigned Summative Assessments</li> <li>Demonstrate mastery of learning target</li> <li>Demonstrate learning with best effort the first time</li> <li>Complete Corrective Assessments if grade is a C- or below or below personal expectations</li> </ul>	<ul style="list-style-type: none"> <li>Complete all Final Exams</li> <li>Demonstrate mastery of learning target</li> <li>Demonstrate learning with best effort</li> </ul>
Expectations Of Parents	<ul style="list-style-type: none"> <li>Reinforce expectations of quality work</li> <li>Provide structure, place and resources for student to complete work</li> <li>Support school policies and expectations for completing student work.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce expectations of quality work</li> <li>Provide structure, place and resources for student to complete work</li> <li>Support school policies and expectations for completing student work</li> <li>Encourage and support students in their preparations for Benchmark Assessments</li> <li>Consistently monitor student progress and communicate concerns to student and teacher as needed</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce expectations of quality work</li> <li>Provide structure, place and resources for student to complete work</li> <li>Support school policies and expectations for completing student work</li> <li>Encourage and support students in their preparations for Summative Assessments</li> <li>Consistently monitor student progress and communicate concerns to student and teacher as needed</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce expectations of quality work</li> <li>Encourage and support students in their preparations for Summative Assessments</li> </ul>

*Figure 2 – Purposes for Assessments*

<b>Assessment User</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
Students	<p>Am I improving over time?</p> <p>Do I know what it means to succeed?</p> <p>What should I do next?</p> <p>What help do I need?</p>	<p>Am I succeeding at the level that I should be?</p> <p>Am I capable of success?</p> <p>How am I doing in relationship to learning targets?</p>
Teachers	<p>What does this student need?</p> <p>What do these students need?</p> <p>What are student strengths to build on?</p> <p>How should I group students?</p> <p>Am I going too fast? Too slow? Too far? Not far enough?</p>	<p>What grade do I put on the report card?</p> <p>What students need to be referred to school counselors, principals, or special education?</p> <p>What will I tell parents?</p> <p>What will I tell other schools?</p>
Parents	<p>What can we do at home to support learning?</p> <p>Is my child learning new things?</p>	<p>Is my child meeting appropriate learning targets?</p>
Principal	<p>Are formative assessments being used effectively in the classroom?</p>	<p>Is instruction producing results?</p> <p>Are students ready for high school, the work place, military, or post-secondary education?</p> <p>How shall we allocate building resources to achieve success?</p>

*Figure 3 - Comparing Formative and Summative Assessments*

	<b>Formative Assessment</b>	<b>Summative Assessment</b>
<b>Reasons for Assessing</b>	Promote increases in achievement to help students meet more standards; support ongoing student growth; improvement	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; accountability
<b>Audience</b>	Students about themselves	Others about students
<b>Focus of Assessment</b>	Specific learning targets selected by the teacher that enable students to build toward mastery	Learning targets for which schools, teachers, and students are held accountable
<b>Place in Time</b>	A process during learning	An event after learning
<b>Primary Users</b>	Students, teachers, parents	Other schools, administrators, school counselors, teachers, students and parents
<b>Typical Uses</b>	Provide students with insights to improve mastery of learning targets, help teachers diagnose and respond to student needs; help parents see progress over time; help parents support learning	Certify student competence; sort students according to achievement; promotion and graduation decisions; grading
<b>Teacher's Role</b>	Transform learning targets into classroom targets; inform students of targets; adjust instruction based on results; offer descriptive feedback to students; involve students in assessment	Administer the assessment carefully to ensure accuracy; use results to help students meet standards; interpret results for parents; build assessments for report card grading
<b>Student's Role</b>	Self-assess and keep track of progress; contribute to setting goals; act on results to do better next time	Study to meet the learning target; complete the assessment; strive for the best possible result; avoid failure
<b>Primary Motivator</b>	Belief that success in learning is achievable	Demonstration that learning has been achieved
<b>Examples</b>	Using rubrics with students; student self-assessment; descriptive feedback to students	Achievement tests, final exams, major projects or papers, standardized tests

***Guidelines to consider when designing Corrective Assessments:***

- ❖ Students are not limited to one opportunity to demonstrate learning.
- ❖ Every department must have a policy on corrective assessments and have it stated in their syllabi. At the high school level, common courses must have same policies; at the middle school common grade levels must have the same policies.
- ❖ A corrective assessment should assess the same learning targets as the original assessment, but may be done in a different manner (e.g., an original paper/pencil assessment may be followed up with a paper/presentation wherein the student displays mastery of the learning targets he/she missed on the original assessment). Corrective assessments need only deal with the portion of the original assessment where the student did not show proficiency.
- ❖ Prior to a corrective assessment, students should complete additional formative assessments and receive additional instruction under the supervision of and on a timeline created by their teacher. It is appropriate for different students to complete different formative assessments and different corrective assessments. It is expected that parents are aware of students taking corrective assessments.
- ❖ It is expected that different teachers teaching the same course (e.g. American Government teachers) accept corrective assessments on the same types of assignments throughout the course.
- ❖ If the submission of the summative assessment is the last opportunity a student has to work on that assessment, it is expected that a long-term summative assessment (e.g. projects or papers) has checkpoints (e.g. rough drafts). It is expected that the student receive some feedback on their work on a long term project prior to receiving a final summative grade.
- ❖ A student cannot receive a zero on summative assessments. Students must complete all summative assessments and the final exam in order to earn credit in a class.

**Suggested Minimum Requirements for a Corrective Assessment of a Summative Assessment**

- Completion with proficiency of all formative assessments and benchmark assessments that led up to the original assessment
- Original assessment signed by the parent or guardian
- Requirements for taking a corrective assessment signed by parent
- Corrections made to the original summative assessment
- Conference with teacher to review the standard at a teacher-determined time (before school, after school, lunch and learn, or during class)
- Corrective assessments should be completed within a fixed, teacher-determined timeline (e.g., 5 school days)

**Suggested Additional Requirements for a Corrective Assessment of a Summative Assessment**

- Additional formative assessments with teacher feedback
- Student reflection on why he/she was initially unsuccessful
- Student reflection comparing and contrasting the original assessment with the corrective assessment
- Student-created plan for learning that addresses learning past material and keeping up with current class work

## Guidelines for Student Work/Assignments

***The Essential Question:*** How do we correlate student work to high levels of learning?

***The Enduring Understanding:*** Student work must be designed to challenge students to think critically and deeply in multiple contexts. This work should enable students to transfer their knowledge and skills successfully into a variety of environments and opportunities.

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### ***Current Research*** regarding Assigning Student Work

- The assignment should provide timely, meaningful feedback related to learning targets.
- The assignment should extend skills being developed in the classroom.
- The assignment should consider:
  - a) a student’s ability level
  - b) strategies for differentiation
  - c) appropriate deadlines
  - d) the availability of resources.
- The assignment must be of value – not simply “busy work.”
- The assignment should require some independent thinking on the part of the student.
- Student work should never be assigned as a punishment.
- The assignment, whenever possible, should relate to the student’s interests.
- Teachers should inform students whether an assignment is formative (practice) or summative (graded).
- Teachers should inform students if a corrective assessment is available on a specific assignment.
- Quality of assignments has a greater impact for learning than quantity of assignments.

### ***Supporting Evidence:***

- “The amount of time spent at homework is fairly meaningless in itself. Rather, it is the quality of the assignments that count. Large amounts of poorly structured homework will not be beneficial and may in fact be detrimental. Small amounts of well-structured homework, on the other hand, may produce the desired effect.” (Marzano, p. 69)
- “Homework’s purpose is to practice, reinforce, extend and prepare students, never to learn material for the first time.” (Wormeli, p. 120)
- “How a teacher chooses to give feedback about homework can encourage or discourage a student from completing homework. Non-threatening feedback with no grades attached provides positive information to students and keeps the focus on checking for understanding and learning.” (Vatterott, p. 75)
- “Anything that has enough points attached to it to alter a grade’s accuracy in terms of what students have mastered should be avoided. Students shouldn’t be given the opportunity to artificially inflate that grade with other work that doesn’t hold him or her accountable for the same benchmarks or learning outcomes as the original assignment.” (Wormeli, p.124)

*“Homework should require students to apply what they have learned, so they find out what they really do understand and can return to class to ask questions about what was not understood.” Carr and Farr*

## **Student Work - Roles and Responsibilities**

### ***Teacher’s Role and Responsibilities:***

- ❖ Every department must have a policy on late work, with specific % penalties outlined (e.g., 10% for 1 day late) and have it stated in their syllabi. At the high school level, common courses must have same policies, at the middle school common grade levels must have the same policies.
- ❖ Know the purpose of each assignment and how it relates to specific standards and benchmarks.
- ❖ Give assignments that align with the student’s current learning needs and require accessible materials and resources.
- ❖ Communicate criteria for quality to students in advance of the assignments.
- ❖ Post all assignments and provide time for students to record them.
- ❖ Provide feedback and grades in a timely manner. It is the general expectation that teachers should enter scores in the grade book within 5 work days. Exceptions to this guideline will be listed in the course syllabus.
- ❖ Notify parents when a student’s consistent inability to fulfill his or her Role and Responsibility for assignments interferes with his or her learning.
- ❖ Support the need for balance among the many learning activities in the life of a student including student work.
- ❖ Contact the parents and assign the student a specific, teacher-determined time to come to make up incomplete summative assessments.
- ❖ Inform students about the availability of corrective assessments and inform parents when corrective assessments are required.

### ***Student’s Role and Responsibilities:***

- ❖ Set a time each day to do assignments.
- ❖ Complete assignments accurately and on time. Check work for quality and accuracy. If possible, explain the work that has been done to an adult.
- ❖ Ask questions of your teacher if procedures for assignments or the content of assignments are not clear.
- ❖ Plan ahead to make efficient use of the time that has been allotted to complete long term assignments.

### ***Parent’s Role and Responsibilities:***

- ❖ Promote a positive attitude toward assignments as part of the learning process.
- ❖ Understand and reinforce expectations for the quality of student work.
- ❖ Provide structure, space, and resources needed to help students complete assignments.
- ❖ Provide supervision and support, but do not do the assignment or project for the student.
- ❖ Support the need for balance among the many learning activities in the life of a student including student work.
- ❖ Support school policies for completing incomplete summative assignments.

### ***Administrator’s Role and Responsibilities:***

- ❖ Ensure that assignments are consistent with the educational goals of the District.
- ❖ Facilitate communication among teacher teams concerning assignments.

- ❖ Monitor and support teachers in the implementation of the district student work guidelines and practice.
- ❖ Be aware of the assignment of major projects and their impact on the student's overall educational program.
- ❖ Support the need for balance among the many learning activities in the life of a student including student work.
- ❖ Support school policies for completing incomplete summative assignments.

### Guidelines for Zeros and Incompletes

***The Essential Question:*** How can grades for missing and late work be appropriately assigned and communicated?

***The Enduring Understanding:*** The true intent of teaching is learning. Since the goal of teaching is learning, it is better to have students complete work than to simply assign a zero. Students must complete work to determine their mastery of learning targets. The consequence of not doing work should be to do the work. When turned in by the deadline, work is given credit.

The use of zeros distorts the final grade so that it is no longer a true indicator of mastery. Before a permanent grade is assigned, it is the expectation that all missing work must be turned in to be checked for mastery. Consequences will also be assigned as described in the teacher syllabus and conduct rubrics. Students are expected to complete all assigned work on time. If a student refuses to do graded assignments, after repeated teacher interventions, a zero may be assigned. Summative assessments must be completed to earn credit in a course. If a student does not complete a summative assessment, he/she will not earn credit in a course.

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### ***Current Research*** regarding Zeros and Incompletes in Learning

- Use median and mode, as mean or average score is less informative
- Make sure all students complete all summative assessments designed to show mastery of learning target(s)
- Set reasonable timelines and deadlines
- Find out why students are not meeting deadlines and help them
- Communicate all learning targets



*“No studies support low grades as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning.” Tom Guskey*

## Guidelines for the Communication of Grades

**The Essential Question:** How will we effectively communicate learning?

**The Enduring Understanding:** The following purposes should be communicated to parents, students and teachers on formal grade reports:

- ❖ Quarter Report Purpose (Grades 6 – 8)
  - This document communicates each student’s academic achievement and effort to the student, parents/guardians, and teachers. These results, based on each course’s learning targets, provide feedback for student self-evaluation and motivation to grow and learn.
- ❖ Quarter Report Purpose (Grades 9-12)
  - This document communicates progress in academic achievement to the student, parents/guardians, and teachers. These results provide feedback for student self-evaluation and motivation to grow and learn.
- ❖ Semester Report Purpose
  - This document communicates final academic achievement to the student, parents/guardians, teachers, and post-secondary institutions. These results will be used in the cumulative grade point average.

**Grading Scale:** Grades should accurately reflect student learning in relation to standards and benchmarks. Grades should not be based on an accumulation of points. In order to facilitate common practices across the middle and high school, the following scale will be used for reporting student learning:

Letter Grade	Percentage	GPA
A	93 – 100	4.0
A-	90-92.99	3.667
B+	87-89.99	3.333
B	83-86.99	3.00
B-	80-82.99	2.667
C+	77-79.99	2.333
C	73-76.99	2.00
C-	70-72.99	1.667
D+	67-69.99	1.333
D	63-66.99	1.0
D-	60-62.99	.667
F	0-59.99	.000

## Guidelines for Effort, Conduct, & Attendance

***The Essential Question:*** What role should effort, conduct, and attendance play in relation to measuring academic achievement?

***The Enduring Understanding:*** Educators will separate information about student academic achievement and performance from information about work habits and social skills. Educators will communicate information to parents about students' consistency in demonstrating work habits and social skills.

Most of what we learn in life is not graded. The purpose of grades is to report academic **achievement**. This does not minimize the importance of timeliness, cooperation, or citizenship. While these essential attributes are not graded, they are each necessary for the longer term success of our students and the betterment of our community. Teachers will assist students by developing reasonable timelines with age appropriate checks to determine if progress is being made toward the assigned critical learning targets. If a student fails to meet age appropriate requirements for handing in assigned work, the teacher will contact his/her parent and/or assign the student a specific, teacher-determined time to come in for additional work or extra help. In addition to these steps, if students fail to meet expectations of timeliness, cooperation or citizenship, they will be referred to their counselor or administrator for additional academic support or additional behavioral consequences.

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### ***Reporting Effort, Conduct, Attendance and Citizenship***

- Identify the behaviors that make up effort/conduct
- Create a consistent assessment tool for effort/conduct
- Measure/assess student's effort/conduct
- Report to parents effort/conduct separate from the academic achievement
- Encourage participation by providing multiple opportunities to demonstrate mastery of learning targets
- Provide a safe, challenging learning environment
- Provide materials and time to make up work missed due to absence

*“One of life’s tough lessons is trying hard and failing. It does no kid anywhere any good to give grades based on trying hard or behaving nicely because sooner or later they hit the wall of not having the knowledge the grade implied.” Karen Gruner*

Figure 4 - Grafton High School Citizenship Rubric

<b>Grafton High School Citizenship Rubric</b>			
Rubric Components	Component Description Scale		
	3 – Always meets expectations	2 – Often meets expectations	1 – Seldom meets expectations
<b>Respect and Personal Responsibility</b> How a student presents himself or herself to the teacher and class	<p><b>Attendance</b> - No more than 2 excused absences.</p> <p><b>Punctuality</b> – No more than 1 unexcused tardy or late to class.</p> <p><b>Classroom Materials</b> – Prepared for class.</p> <p><b>Behavior</b> - Follows behavior expectations outlined in the student handbook.</p>	<p><b>Attendance</b> – All absences excused.</p> <p><b>Punctuality</b> – Between 1-3 times unexcused tardy or late to class.</p> <p><b>Classroom Materials</b> – Normally prepared for class. Occasionally needs to go to locker to get supplies or borrows from others.</p> <p><b>Behavior</b> – Normally follows behavior expectations outlined in the student handbook. Corrects behavior when reminded.</p>	<p><b>Attendance</b> – Has unexcused absences.</p> <p><b>Punctuality</b> – Over 3 times tardy or late to class.</p> <p><b>Classroom Materials</b> - Seldom prepared for class. Regularly borrows materials or goes to locker.</p> <p><b>Behavior</b> – Habitually fails to follow behavior expectations outlined in the student handbook and needs to be directed by teachers or peers.</p>
<b>Work Habits and Productivity</b> What work a student produces for a class and how it is produced	<p><b>Work Completion</b> - All work completed and handed in on time. Promptly arranges for and completes work after an absence.</p> <p><b>Engagement</b> - Independently engages in classroom activities; demonstrates interest and curiosity in learning. Uses electronic devices appropriately.</p> <p><b>Work Ethic</b> – Student achievement is reflective of student ability. Resourceful; seeks assistance when needed.</p> <p><b>Safety Rules</b> – Always follows classroom safety expectations and guidelines.</p>	<p><b>Work Completion</b> - Most work completed and handed in on time. Needs a reminder to arrange for and complete work after an absence.</p> <p><b>Engagement</b> – Stays on task and follows directions. Needs few reminders to stay on task. Electronic devices occasionally a distraction.</p> <p><b>Work Ethic</b> – Student achievement is reasonably reflective of student ability. Seeks assistance when approached.</p> <p><b>Safety Rules</b> – Normally follows classroom safety expectations and guidelines. Immediately corrects behavior when reminded.</p>	<p><b>Work Completion</b> – Very little work completed and handed in on time. Missing work. Does not meet deadlines.</p> <p><b>Engagement</b> – Does not remain focused on classwork and needs regular reminders to attend to the classroom tasks. Electronic devices regularly a distraction.</p> <p><b>Work Ethic</b> – Student achievement is below student ability. Student work is inconsistent. Does just enough to get by.</p> <p><b>Safety Rules</b> – Seldom follows classroom safety expectations and guidelines and regularly needs to be reminded to follow rules.</p>
<b>Collaboration and Personal Integrity</b> How a student works with others in the classroom and interacts within the classroom environment.	<p><b>Team Work</b> – Consistently provides ideas. Values and encourages all team members.</p> <p><b>Interaction</b> - Always addresses students and staff appropriately; respects the physical environment.</p> <p><b>Courtesy</b> – Always listens to others complete their thoughts and responds constructively.</p> <p><b>Attitude</b> – Always communicates positively with classmates.</p>	<p><b>Team Work</b> – Normally provides ideas and participates in all activities.</p> <p><b>Interaction</b> - Normally addresses students and staff appropriately; respects the physical environment.</p> <p><b>Courtesy</b> – Normally listens to others complete their thoughts and responds constructively.</p> <p><b>Attitude</b> – Normally communicates positively with classmates.</p>	<p><b>Team Work</b> – Does not participate or only participates after encouragement from peers or the teacher.</p> <p><b>Interaction</b> - Needs to be reminded to address students and staff appropriately and to respect the physical environment.</p> <p><b>Courtesy</b> - Does not allow others to complete their thoughts or responds inappropriately to others.</p> <p><b>Attitude</b> – Does not communicate with classmates unless directed by the teacher or communicates negatively.</p>

*Figure 5 – John Long Middle School Effort and Conduct Rubric*

<b>John Long Middle School Effort and Conduct Rubric</b>			
<b>Outstanding</b>	<b>Satisfactory</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
<p>Student exhibits excitement towards learning, hard work and models persistence and commitment to excellence.</p> <p>Student demonstrates all of the highest qualities expected at JLMS in the following categories:</p> <p><b><u>Respect</u></b></p> <ul style="list-style-type: none"> <li>• People</li> <li>• Time (on task)</li> <li>• Materials</li> <li>• Behavior</li> </ul> <p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>• Prepared</li> <li>• Seeks help when needed</li> <li>• On time</li> </ul> <p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Work completed on time</li> </ul>	<p>Student demonstrates most of the qualities expected or demonstrates the qualities most of the time.</p> <p>Student generally models preparedness, participation, and quality work ethic.</p> <p><b><u>Respect</u></b></p> <ul style="list-style-type: none"> <li>• People</li> <li>• Time (on task)</li> <li>• Materials</li> <li>• Behavior</li> </ul> <p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>• Prepared</li> <li>• Seeks help when needed</li> <li>• On time</li> </ul> <p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Work completed on time</li> </ul>	<p>Student may demonstrate some of the qualities or is inconsistent in the learning environment.</p> <p>Student is unprepared for class or uninvolved in class activities.</p> <p><b><u>Respect</u></b></p> <ul style="list-style-type: none"> <li>• People</li> <li>• Time (on task)</li> <li>• Materials</li> <li>• Behavior</li> </ul> <p><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>• Prepared</li> <li>• Seeks help when needed</li> <li>• On time</li> </ul> <p><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Work completed on time</li> </ul>	<p>Student does not demonstrate the qualities needed to be successful at JLMS.</p> <p>Student demonstrates a negative regard for quality work and an inability/unwillingness to accept responsibility for personal goals.</p>

## Guidelines for Accommodations & Modifications

***The Essential Question:*** How do we differentiate assessment to maximize student mastery of a critical learning target?

***The Enduring Understanding:*** Individual students will master learning targets in different ways and at different times.

Educators will:

- Identify and implement **accommodations** that will assist students in mastering learning targets.
- Implement **modifications** identified in a student’s IEP, 504 plan, or Health Care Plan.

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### *Current Research regarding Accommodations and Modifications*

- Know, understand, and implement all modifications in a student’s IEP, 504 plan, or Health Care Plan
- Use multiple forms of assessment over time to determine clear and consistent mastery of learning targets
- Individual student needs may require accommodation of assessment or instruction
- Modify assessment to match modification of learning targets

### *Supporting Evidence*

- “Two students are seated at the back of the classroom. One of them is nearsighted and cannot see anything clearly that is more than a few feet away. He wears thick glasses to see long distances. The teacher asks both of them to read, record, and learn information in small print on the front board, on the opposite side of the room. In order to be equal, however, the teacher removes the nearsighted student’s glasses and asks both students to get started. The child needing glasses squints but can’t read anything on the board. Did the teacher make it harder or easier for the nearsighted child? Most educators claim the teacher made it harder. On the contrary, however, the teacher made it must easier. We learn from cognitive scientists that the brain is a survival organ – it’s for our own self-preservation. With the removal of the glasses, the student has an excuse: he can cop out, escape. When we give him his glasses, which are analogous to scaffolding and differentiating, he is compelled to read the board and consider its content. We didn’t make it easier by providing him his glasses, we made it more demanding.” (Wormeli, p. 5)
- “In differentiated classes, teachers know them so well that they know how to get students engaged with their learning, and they use it. These classes are challenging. Students are held accountable and they achieve more.” (Wormeli, p. 6)

## Glossary

**Accommodations** – Providing different ways for students to take in information or communicate their knowledge back to you. The changes don't alter or lower the standards or expectations for a subject. Accommodations are adjustments to make sure students have equal access to curriculum and a way to be successful. (Great Schools, p. 1)

Examples of accommodations include (but are not limited to):

- Rephrased question
- Extended deadline
- Providing extra examples
- Standing near a student to keep attention
- Regrouping class according to student interest, readiness, or learning style
- Redoing a test or project

**Achievement** - How a student performs against specific standards. Achievement does not include attendance, attitude or work habits; it only measures whether or not the student knows the standard.

**Assessment** - Gathering and interpreting information about student achievement using a variety of tools and techniques. It is the act of describing student performance to enhance learning. Assessment provides students and teachers with feedback that guides their efforts toward improved achievement.

**Assignment** – Any work that a student does in a self-directed manner in or outside the classroom. An assignment can be a formative or summative assessment and students should be made aware of the purpose of the assignment when it is assigned.

**Benchmark** - An assessment of progress toward mastery of learning targets or standard.

**Common Core Standards** - The rigorous skills and knowledge in English Language Arts and Mathematics that need to be effectively taught and learned for students to be ready to succeed academically in credit-bearing, college-entry courses and in workforce training programs.

**Corrective Assessments** – Given to students who earned lower than a C- on a teacher determined assessment and to students who would like to improve their grades on those assessments. Corrective assessments replace the student's grade on the original assessment. Corrective assessments are given according to a teacher-determined time line and can only be taken after teacher-determined additional learning activities and instruction are completed.

**Learning Targets** – Skills that are precise outcomes that students are expected to know and should reflect the content and academic standards addressed in a class/course. (Udelhofen, p.32)

Examples of Learning Targets

- Use a verbal model to write an algebraic expression and solve a real-life problem.
- Explain how scientists use the scientific method and models to answer questions they may have about a particular question.

**Exemplars** – Exemplars are examples of performance at various levels that support rubrics or other scoring guidelines. They provide aiming points and then take-off points for students as they deepen their understanding of what quality is and what level of achievement is possible. (O'Connor, p. 74)

**Feedback** – Regular and specific guidance to a student to provide direction in making any needed improvement to master learning targets.

Examples of feedback are: rubric, checklist, written or oral notes, student/teacher conference

**Formative Assessment** – An assessment designed to provide direction for improvement and/or adjustment for students on their performance. (O'Connor, p.109)

**Grading** – The process of assigning a mark or letter to a summative assessment or a body of summative assessments to convey a level of mastery to a student, parent/guardian, or school.

**IEP/504 Plan/Healthcare Plan** – A formal school district plan, based on Federal and State Law, designed to address the unique learning needs of a student because of a specific professionally diagnosed educational impairment.

**Mathematic Methodology of Grading** – Achievement must be measured by the mastery of critical learning targets. Grades must bear a relationship to this mastery. Grades should be based on what the teacher knows about student mastery of learning targets, not solely based on a mathematical formula or “average.”

**Modification** – Significant change to the curriculum or instruction. Modifications result in lowering the expectations and standards by which these students are assessed. When modifications are made, kids with disabilities are not expected to master the same academic content as others in the classroom. Modification should be reflected in a student’s IEP. (Great Schools, p. 2)

**Participation** – Participation is essential to student success, but grading based on participation should be limited to demonstration of skills that are learning targets in the classroom. Factors such as attitude, effort, or volunteering should not be included in when grading participation.

- Examples of appropriate participation
  - Playing a musical instrument in band
  - Taking part in activities in PE
  - Answering questions orally in class
  - Completing lab work in science
- Examples to be avoided
  - Lack of volunteering = lack of knowledge
  - Punishing misbehavior
  - Down grading due to classroom absence

**Professional Expertise** - The knowledge and use of research-based Best Practices to produce high levels of achievement for students.

**Reporting** – Reporting is the system of communication we use to share grades that students have earned.

**Rubrics** – A set of guidelines for assessment that states the characteristics and/or the dimensions being assessed with clear performance criteria and a rating scale. (O'Connor, p. 242)

**Summative Assessment** – An assessment/evaluation designed to provide information to be used in making judgments about a student’s achievement at the end of a period of instruction. (O'Connor, p. 109)

## [Resources](#)

### **Frequently Asked Questions (FAQ)**

#### **What is the background and research for Grading for Learning?**

Decades of research on grading practices clearly show that the most effective way to affect student performance is to provide accurate, specific and timely feedback to students. When grading policies improve, students benefit by reducing the failure rate. Districts that address grading practices head-on:

- Reduce grade inflation
- Graduate students who are more successful in post-secondary endeavors
- Show solid gains in student proficiency in content area work

#### **What is the urgency to improve our grading practices?**

Many of Wisconsin's students who score poorly on college entrance exams have inflated high school grade point averages that do not represent their actual grasp of the content.

As well, parents and students have repeatedly asked for consistency between teachers regarding grades and grading policy. In developing consistency, it is essential that we recognize best practice in grading and reporting, so that we can most accurately report student learning.

#### **Why do we focus on grading to improve instruction?**

Giving poor grades as a punishment or giving high grades as a reward is not an effective way to give students accurate feedback about their performances. We have developed a grading scale to inform students about the success of their work and where they need to improve, relative to mastering grade-level content. The advantage to students in our system is that they clearly understand how their work compares to the expected proficiency level, and they always have multiple opportunities to show what they know.

#### **What is the difference between grading and reporting student progress?**

Grading is the system of feedback we use to tell students about how they're doing relative to expected progress toward content proficiency. Reporting is the system of communication we use to share grades that students have earned: progress reports, report cards, electronic grade book, parent conferences, parent phone calls, student conferences, and transcripts to name a few. Students and parents rely on both grading and reporting to learn about a student's achievement.

#### **How is the district addressing teacher consistency and objectivity in grading?**

Teachers are collaboratively developing assessments and rubrics. Collaborative development of assessments creates greater consistency of grading among teachers. Rubrics help our students identify what proficiency looks like. Teachers are developing rubrics to demonstrate basic, proficient, and advanced knowledge and skills.



**What is feedback and how does it improve student learning?**

Teachers provide students with descriptive feedback to help them know what they did well and what they need to improve. The formative assessment data gathered by teachers is used to adjust instruction on-the-spot or in the near future. It is also used to help teachers to identify areas to support individual student learning. In this way, formative assessments act like a safety net for learning and help to ensure that students are mastering the critical learning targets they need for summative (graded) assessments, but also for future learning and life.

**How do students receive feedback from their teachers?**

Feedback provided for students can be oral, provided in one-on-one conferences, in writing, or from the rubrics teachers use.

**How will this system create the best possible conditions for students to achieve post-secondary success?**

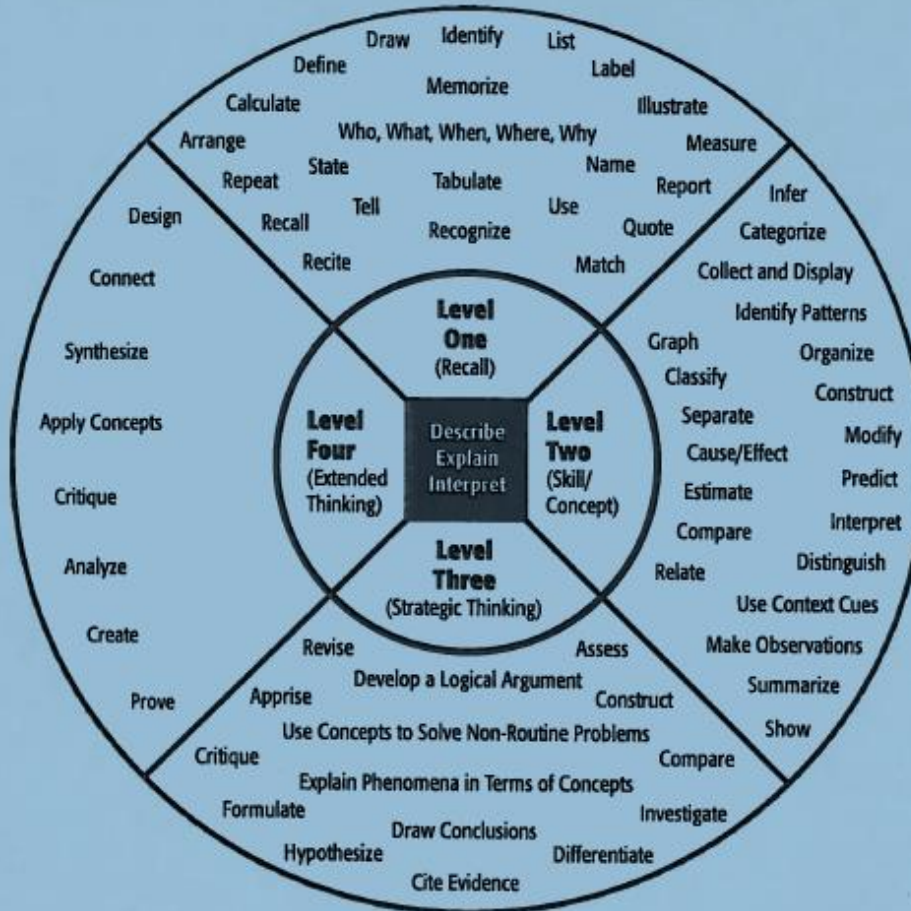
When grades are aligned to the critical learning targets we know students will need for post-secondary success, a student's success in a course will provide them accurate and consistent feedback on their readiness for post-secondary success. More importantly, from the feedback received, students will have specific knowledge as to which critical learning targets they have mastered and which critical learning targets they need to practice.

<b><i>Current Research: Academic Achievement</i></b>	
<b><i>Effective Practices</i></b>	<b><i>Practices that Inhibit</i></b>
<ul style="list-style-type: none"> <li>▪ Communicating clearly to the student the purpose of the assessment</li> <li>▪ Using rubrics and clear critical learning targets</li> <li>▪ Providing timely, specific feedback on how to meet a critical learning target</li> <li>▪ Providing notification to parents when a student does not make expected progress toward mastery of a critical learning target</li> <li>▪ Utilizing 3-5 summative assessments per critical learning target</li> <li>▪ Matching assessment with instruction and practice</li> <li>▪ Providing students an opportunity to practice and receive feedback prior to assessment of a critical learning target</li> <li>▪ Providing students with critical learning targets and goals ahead of time</li> <li>▪ Providing exemplars to view achievement levels</li> <li>▪ Using “I” or incomplete and giving students the opportunity to redo work</li> <li>▪ Evaluating academic achievement on mastery only</li> <li>▪ Using multiple forms of assessment over time to determine clear and consistent mastery of learning targets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using letter grades as feedback</li> <li>▪ Giving late or untimely feedback</li> <li>▪ Giving non-specific or general feedback</li> <li>▪ Not providing objectives or learning targets</li> <li>▪ Grading against a norm-referenced curve or compared to other students</li> <li>▪ Not using a rubric</li> <li>▪ Using zeros as permanent grades on summative assessments</li> <li>▪ Using inconsistent grading criteria</li> <li>▪ Failing to match assessment to instruction</li> <li>▪ Grading first efforts</li> <li>▪ Using a unequal interval scale to determine a grade (e.g., 100 point scale)</li> <li>▪ Grading on non-academics (attendance, conduct, effort, or behavior) or using grades as a punishment</li> </ul>
<b><i>Current Research: Accommodations and Modifications</i></b>	
<b><i>Effective Practices</i></b>	<b><i>Practices that Inhibit</i></b>
<ul style="list-style-type: none"> <li>▪ Knowing, understanding, and implementing all modifications in a student’s IEP, 504 plan, or Health Care Plan</li> <li>▪ Using multiple forms of assessment over time to determine clear and consistent mastery of learning targets</li> <li>▪ Accommodating assessment or instruction to meet individual student needs</li> <li>▪ Modifying assessment to match modification of learning targets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Over-modifying student assessment so as to not challenge a student to maximize a student’s mastery of learning targets</li> <li>▪ Having a “one size fits all” approach to assessment</li> <li>▪ Not meeting the needs of a student’s IEP</li> <li>▪ Not meeting the needs of accelerated learners</li> <li>▪ Comparing modified grades with unmodified grades</li> </ul>
<b><i>Current Research: Effort, Conduct, and Attendance</i></b>	
<b><i>Effective Practices</i></b>	<b><i>Practices that Inhibit</i></b>
<ul style="list-style-type: none"> <li>▪ Identifying the behaviors that make up effort/conduct</li> <li>▪ Creating a consistent assessment tool for effort/conduct</li> <li>▪ Measuring/assessing student’s effort/conduct</li> <li>▪ Reporting to parents effort/conduct separate from the academic achievement</li> <li>▪ Encouraging participation by providing multiple opportunities to demonstrate mastery of learning targets</li> <li>▪ Providing a safe, challenging learning environment</li> <li>▪ Providing materials and time to make up work missed due to absence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using personal biases to determine grades as opposed to student mastery of learning targets</li> <li>▪ Lowering students’ grades solely based on attendance</li> <li>▪ Inconsistently assessing effort/conduct</li> <li>▪ Awarding participation points for conduct and attendance</li> </ul>

<i>Current Research: Assignments and Extra Credit</i>	
<i>Effective Practices</i>	<i>Practices that Inhibit</i>
<ul style="list-style-type: none"> <li>▪ Considering the following when assigning student work:               <ol style="list-style-type: none"> <li>1. The assignment should extend skills being developed in the classroom</li> <li>2. The assignment should consider:                   <ol style="list-style-type: none"> <li>a. a student's ability level</li> <li>b. strategies for differentiation</li> <li>c. appropriate deadlines</li> <li>d. the availability of resources</li> </ol> </li> <li>3. The assignment must be of value – not simply “busy work”</li> <li>4. The assignment should require some independent thinking on the part of the student</li> <li>5. Assignments should never be given as a punishment</li> </ol> </li> <li>▪ Relating assignments, whenever possible, to the students' interests. Teachers should inform students whether an assignment is formative (practice) or summative (grading)</li> <li>▪ Assigning high-quality assignments over a high quantity of assignments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not allowing students to try a new learning target without penalty</li> <li>▪ Not providing quality, timely feedback to students</li> <li>▪ Using homework as a punishment</li> <li>▪ Assigning homework not related to a learning target (i.e. getting a test signed, bringing Kleenex, going to an event, singing the school song, bringing in baked goods)</li> <li>▪ Using rote memorization as long-term learning</li> <li>▪ Assigning homework in a unmanageable way</li> </ul>

<i>Current Research: Zeros and Incompletes</i>	
<i>Effective Practices</i>	<i>Practices that Inhibit</i>
<ul style="list-style-type: none"> <li>▪ Using median and mode, which is more informative than mean or average</li> <li>▪ Making sure all students complete all summative assessments designed to show mastery of learning target(s)</li> <li>▪ Setting reasonable timelines</li> <li>▪ Finding out why students are not meeting deadlines and helping them</li> <li>▪ Communicating all learning targets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assigning zeros as a punishment for not completing or turning in work.</li> <li>▪ Penalizing late work</li> <li>▪ Lowering a grade in a way that will negatively reflect achievement (lose points for homework left in locker or at home)</li> <li>▪ Providing unclear expectations</li> </ul>

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## Smarter Balanced Assessment

### Summative Assessments ("WKCE" – Last 12 weeks of the school year)

#### (External Summative Assessments)

- Accurately describe both student achievement and growth of student learning as part of program evaluation and school, district, and state accountability systems;
- Provide valid, reliable, and fair measures of students' progress toward, and attainment of the knowledge and skills required to be college- and career-ready; and
- Capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and quick turnaround of results.
- **Identify strengths and weaknesses of district curriculum and instruction.**

#### Optional Interim Assessments (Throughout the school year)

- Help teachers, students, and parents understand whether students are on track, and identify strengths and limitations in relation to the Common Core State Standards;
- Be fully accessible for instruction and professional development (non-secure)
- Support the development of state end-of-course tests.
- **End of semester or end of unit assessments (Internal Summative Assessments) Additional assessments will need to be designed and added by content area teachers.**

#### Formative Assessment Practices (During a unit of study)

- Research-based instructional tools will be available on-demand to help teachers address learning challenges and differentiate instruction. The digital library will include professional development materials related to all components of the assessment system, such as scoring rubrics for performance tasks.
- **During-unit assessments (Internal Formative/Benchmark Assessments) Additional assessments will need to be designed and added by content area teachers.**

#### Practice (Homework, reading work, writing work etc. (During the unit of study/daily learning)

- **Scaffold assignments that generate student learning toward the CCSS and prepare students for Formative and Summative assessments. (Internal Practice, designed by teachers)**

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