

Grading Procedures for 2022-2023

Aug 14, 2022

Driving Principles: (Feldman, J. 2019)

Accuracy: *Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance.*

Bias-Resistant: *Grades should be based on valid evidence of a student's content knowledge and not based on evidence that is likely to be corrupted by a teacher's implicit bias or that reflects a student's environment.*

Motivation: *The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.*

A. Retake/Redo Policy

A student, after taking an assessment and receiving the results, will be allowed additional opportunities to demonstrate understanding.

When students know or understand more than they once did, the reassessment opportunity allows teachers to measure (and report) students' current level of proficiency (Schimmer, 2016). Not all students can learn at the same rate we teach them; students learn on different timelines and with different trajectories, and some will need to make more mistakes than others in their learning (Feldman, 2019).

1. Students will have a minimum of one reassessment option on summary assessments.
2. All students, regardless of initial score, will have this opportunity. This may be scheduled for Wednesdays (flex time) or before/after school. Each team will provide some sort of entry ticket in order to reassess (tutoring, study guide, etc). There must be some form of re-teaching or student work that will assist them in learning the skills.

Common concern: Students will not try on the first assessment as they know they will be given a reassessment.

- Give an alternate assessment that assesses the same skills. M/C could become a writing assignment, etc.

B. Late work policy

Late work will be accepted at least until the end of the unit (summative) assessment for full credit.

Behavior is behavior; proficiency is proficiency.

We are building a system of support for those students who routinely do not turn in assignments or turn them in late in order to provide appropriate support aimed at mitigating behavioral issues.

C. Grade weight/assignment weight

Formative Assignments/Assessments - Daily Work/Practice- (20%) - This is daily practice, homework, and concept checks aimed at assessing students progress toward proficiency of the standard/skill. This is all formative and the definition of a formative assessment is an assessment used as a tool for the teacher to provide feedback to students in helping them master the skill.

Summative Assessments- (80%) - This may include essays, projects, labs, etc. - Definition of a summative assessment is an assessment used to determine if a student has attained proficiency on the skill/standard. If the student has not attained proficiency on an essential standard, then they must be provided intervention on that skill/standard until they have achieved proficiency. Students will be given additional opportunities to retake summative assessments until they have shown proficiency on the skill/standard.

D. 50 Based Grading (Minimum Grading Scale)

We will move to a 50 based or minimum grading scale.

Our scale allocates sixty of its 100 numbers (0-59) to the failure scale while only forty numbers (61-100) are allocated to passing. Failing scores occupy three times the area of our 100-point scale as the range dedicated to describing success. By basing a grading scale on 50 our grades now require from the student the same degree of improvement from an F to a D as we would require from a B to an A. We really don't need 50 descriptions of an F (Feldman, 2019, Guskey, 2020, Schimmer, 2016, Wormeli, 2018).

1. This includes giving a 50 instead of a 0 for work that is not turned in, and a 50 on any assignment/assessment in which the student scores below a 50. (I would recommend placing the original score in the comment section of the gradebook)

2. If a student does not turn in an assignment or take an assessment, a code of NHI (not handed in) will be placed in the gradebook. This will default to a 50. You may still use the M (missing), but note this is not tied to any grade (as is currently).

Formative Versus Summative Assessments

- *Formative Assessments are any instruments or diagnostic processes a teacher uses to determine how well students have learned (Guskey, 2020).*
- *Summative Assessments are culminating demonstrations of what students have learned and are able to do (Guskey, 2020).*
- *The difference does not lie in the appearance, structure, or content. The difference lies in the assessment's purpose and how teachers use the results (Guskey, 2020).*

Formative Assessments - 20%

- Serve as a principal aid in preparing corrective measures to remedy students' learning errors and to improve instructional procedures.
- Purpose is to offer diagnostic feedback and prescribe steps for improvement.
- Can take many forms - some are short, objective quizzes made of matching, multiple choice, or completion items. Others are essays, compositions, skill demonstrations, projects, reports, or any other work assigned as practice.
 - Concept Checks
 - These can be given as often as necessary and are used to provide feedback to students in order to help them master the skill/standard.
 - Essential Skills CFA
 - These are less frequent and are used to assess student mastery towards essential skills. If students don't master these skills, then they must be provided intervention. Either through the flex period (Tier 1 support) or through our Tier 2 intervention systems.

Summative Assessments - 80%

- These are typically broader in scope and usually administered after several units or sections of instruction.
- Resemble full-class period exams.
- They measure student mastery of goals or standards for a unit or set of skills/standards.
- They contain nothing new or unfamiliar to students.
- Need to administer a minimum of 6 per semester and allow retakes.

FAQ's

Retake/Redo Policy (Feldman, 2019):

1. What if a student failed on the first assessment scores a B- on the retake? It doesn't seem right that the student should receive a higher score than the student who earned a C initially.
 - *Why would we tell our lowest performing students that they can continue learning through the retake process but deny that opportunity to their higher performing peers? Any and all students should be given the opportunity to retake a summative assessment.*
2. Should there be retakes on everything, or for only certain assignments?
 - *You could allow retakes/redos for formative assessments/assignments, but most teachers constrain the retakes to summative assessments because the logistics of allowing retakes for formative as well as summative can be overwhelming. However, it is important to remember that the purpose of formative assessment is to gauge a student's understanding of a skill or concept. If they don't understand then re-teaching should take place and reassessment can occur, it is up to the teacher's professional judgment.*
3. Should the student retake the entire summative assessment or just the content they failed?
 - *Students only need to retake the portions of the assessment that ask them to demonstrate that corrected understanding. This allows students to narrow their focus to what they haven't understood and the teacher to provide targeted support. Takes less time for the students to retake the assessment and less time for the teacher to grade it.*
4. What happens between the original assessment and the retake?
 - *Students must attend tutoring or otherwise demonstrate to the teacher they have made sufficient improvement and will perform better on the retake. For example, if a student did not do a homework assignment and failed that content on the summative assessment, they should have to do the homework before they are given the assessment.*
5. Should retakes be optional or mandatory?
 - *Mandatory- sends a message that we care enough about them that we won't let them choose to fail.*

50 Base or Minimum Grading Scale:

1. Does 50 base grading create a perverse incentive for students to opt out of coursework because a minimum score gives students “something for nothing?”

- *The minimum grade is not inflation, and it's not teaching students to be unmotivated. It's restoring mathematical accuracy and it motivates struggling students because it preserves the possibility of redemption and success (Feldman, 2019).*
- *Using low grades as punishment doesn't motivate students; it erodes their motivation. Students with low grades feel helpless and disempowered, blame themselves, and lose hope (Guskey, 2011).*
- *Adjusting zero to 50 is not giving students something for having done nothing. It's adjusting the grading scale so that it is ethically justifiable. Each grade has an appropriate amount of influence on the student's summative evaluation, and the grade can be used in decision making. By marking a 50, the student still failed; it's just using the upper, more constructive and recoverable end of the F range (Feldman, 2019).*

2. What about the student who made a 40 or 45 on the assignment/assessment? How is it fair that they made an attempt and achieved just this score, but the student who did nothing gets the full 50?

- *Any score lower than a 50 is scored as a 50. You can use comments to keep track of those that attempted and those that didn't. It doesn't matter whether the student is far from evidence of learning or close to getting the learning; at this point, it's still “no evidence of proficiency.” It doesn't matter if the student is struggling with context, showing irresponsibility, or immaturity, or something else; the outcome is the same (Wormeli, 2018).*

REFERENCES

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