HUHS Grading & Assessment Handbook

MISSION STATEMENT

We engage and support all learners
to discover their passions,
achieve high academic goals,
and contribute to a global society.

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Glossary

assessment: The process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs; activities teachers use to help students learn and to gauge student progress. Types of assessments include: formative and summative, objective and subjective, referencing (criterion-referenced, norm-referenced), and informal and formal

common assessment: The process of aligning learning targets to summative assessments that are used commonly among all teachers of a specific course to ensure students are performing at defined expectations

curriculum: Literally, "the course to be run." In this handbook, curriculum refers to the explicit and comprehensive plan developed to honor a framework based on content and performance standards.

enduring understanding: The specific inferences, based on big ideas, that have lasting value beyond the classroom. In UbD, enduring understandings are written as complete sentences, describing specifically what students should understand about a topic. Enduring understandings are central to a discipline and are transferable to new situations.

essential question: A question that lies at the heart of a subject or a curriculum and promotes inquiry and uncoverage of a subject. Essential questions do not have a specific straightforward answer. An essential question can be either overarching or unit specific.

feedback: Feedback is best when immediate and provides details about a response. Feedback should enhance instruction and guide student revision in learning and progress. In defining feedback, Grant Wiggins (2004) provides the following clarification:

formative assessment: Assessment FOR learning; Provides (1) Non-threatening results; (2) Direct and immediate; (3) structured information; and (4) ways to improve

grading: A teacher's standardized evaluation of a student's work; typically expressed as quantifiable and calculated into a numeric grade point average.

indicators: A term used to provide details to learning targets by grade level or course. These details may provide essential vocabulary, sequencing information, and prioritization to help differentiate learning targets between grades, courses, and levels.

learning target: A specific educational or achievement goal. Common synonyms include performance objective, benchmark, and intended outcome. Although a learning target involves complex learning, it is written in measurable terms, indicating both the rigor and relevance to which a student will demonstrate the learning target.

reporting: A tool that measures a student's growth of learning over time. A successful reporting system is comprehensive and effective in communicating multiple types of information to multiple audiences in multiple formats.

rubric: A scoring tool or document that articulates the expectations for a piece of work through criteria or components (i.e., purpose, organization, details) and articulates gradations of quality for each criterion, from excellent to poor (Heidi Andrade)

scaffolding: A variety of instructional techniques which provide successive levels of temporary support used to progress students toward deeper understanding and independence in the learning process; often used to bridge learning gaps by helping students reach higher levels of comprehension and skill acquisition.

scoring: The process of assigning points or a symbol to represent a holistic analysis of an assessment.

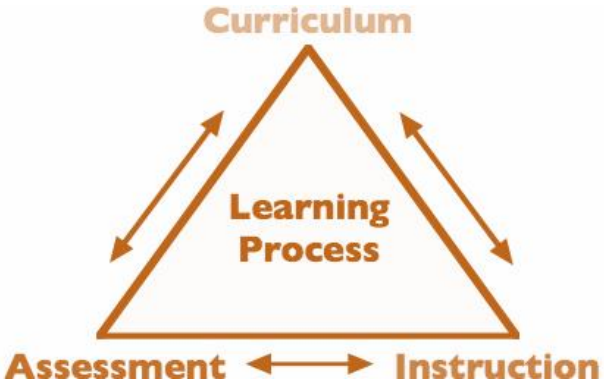
standard: The term standard is used to address *how well* the student must perform, at *what kinds* of tasks, and based on *what* content. In this handbook and curriculum model, the term standard will primarily refer to

standards set by outside groups, i.e., Wisconsin Model Academic Standards, Common Core State Standards, ACT Standards, national standards.

summative assessment: Assessment OF learning; Provides a score in which an evaluation is made

General Information

Curriculum, Assessment, and Instruction need to be closely aligned so that they reinforce one another. Curriculum details **what** students should learn. Instruction provides a vehicle as to **how** students will learn. Assessments reveal **how well** students have learned.



State Curriculum

The Wisconsin Department of Public Instruction provides content standards and curriculum frameworks for K-12 school districts. Curriculum content is not prescribed in detail by the Wisconsin DPI but provides a framework to draw upon for the development of local curriculum.

Local Curriculum

The Board of Education expects that learning shall be enhanced by adherence to a curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade. The curriculum should reflect the best knowledge of the growth and development of learners, the needs of learners based on the nature of society, the desires of the residents and taxpayers of the District and state laws and statutes. Course learning targets shall be derived from state and national standards and in conjunction with national, state, and local assessments. The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. Teachers are expected to teach the curriculum of the District.

Local Curriculum Guides

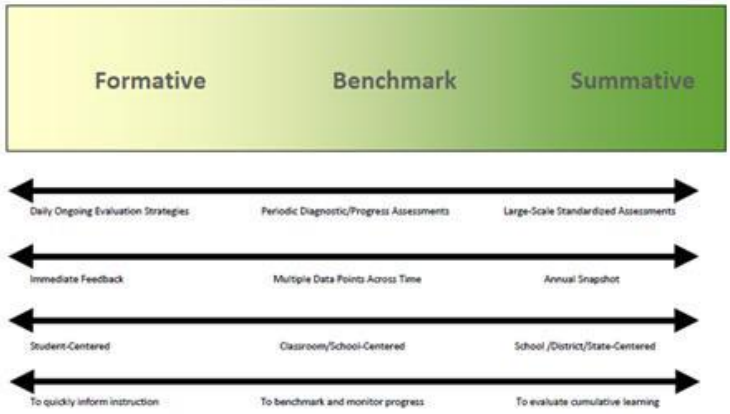
Written curricula and instructional guides shall be developed for all content areas in the District. The guides shall be used to map a logical sequence of instruction. The expectations are that:

1. Curriculum shall be documented in writing;
2. The curriculum shall be reviewed on a regular cycle and updated as needed;
3. Teachers shall have copies of guides and use the learning targets to develop daily lesson plans ;
4. Administrators shall work with teachers to maintain consistency between the written curriculum and learning targets instructed and assessed.

Instructional resources such as personnel, textbooks, software, and other materials shall be selected based upon their alignment with the learning targets and priorities of the District. Professional learning shall be designed and implemented to prepare staff members to teach the designed curriculum.

State Assessments

Wisconsin uses a balanced assessment system to interrelate and support the teaching and learning cycle. The assessment system is part of a 21st century system of learning by integrating standards, curriculum, instruction, and support structures to certify that students are college and career ready. The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know (Department of Public Instruction).



For the high school level, the WSAS includes:

- Wisconsin Forward Exam for grade 10 in Social Studies
- Dynamic Learning Maps (DLM) for students with disabilities at grades 10-11 in ELA and Mathematics;
- ACT Aspire at grades 9 and 10 for ELA, math, reading, science, and writing;
- ACT at grade 11 for ELA and Mathematics, Science, and Writing.

Local Assessments

Local assessments include placement tests for students entering 9th grade, screening assessments, and course-based assessments.

GRADING

HUHS Board Policy 5421: Grading

Grading Philosophy

At Hartford Union High School, we honor the fact that our student body is capable of learning, is diverse in their learning styles, and can achieve at high standards. We understand that students need differentiated learning activities, timely feedback, and an awareness and understanding of learning targets in order to meet these expectations. HUHS believes the purpose of grading is to communicate a valid representation of achievement toward learning targets, which are aligned to state adopted standards and approved by the HUHS Board of Education. Grades are used by students, parents, teachers, administrators, and pupil service teams to communicate progress toward learning targets and measure skills. In addition, grades allow us to inform instruction, create differentiation, or dictate interventions.

Reporting Student Progress

Grades are reported to interested parties to communicate a valid representation of achievement OF learning targets, which are aligned to state adopted standards and approved by the HUHS Board of Education. HUHS must produce a grade that is accurate, reliable, and consistent. Most importantly, it must be understandable to all stakeholders. Grade reports can be used by numerous entities, such as students, parents, teachers, administrators, post-secondary institutions, employers, scholarship committees, and other school districts, to help students plan for their future and additional educational opportunities.

HUHS believes in two types of reported grades, an academic grade and a citizenship grade. Each grade needs to reflect the same characteristics of reliability, accuracy, and consistency. Academic grades measure a student's mastery of learning targets, which are aligned to state adopted standards and approved by the HUHS board of education. Citizenship grades measure a student's mastery of College, Career and Life Ready Skills, such as communication, collaboration, responsibility, creativity, motivation, and leadership.

Grading Scales

The following grading scales and grade marks have been approved. Each course will clearly identify and communicate which grading scale will be used. In addition, a Pass/Fail grading scale will be used for appropriate courses.

100-Point Scale		5-Point Scale	
"Traditional"		(Points)	(Percent)
98.00 - 100.00%	**A+**	5.0	100.00%
93.00 - 97.99%	**A**	5.0	93.00 - 99.99%
90.00 - 92.99%	**A-**	4.666	90.00 – 92.99%
87.00 - 89.99%	**B+**	4.333	85.00 – 89.99%
83.00 - 86.99%	**B**	4.0	75.00 – 84.99%
80.00 - 82.99%	**B-**	3.666	70.00 – 74.99%
77.00 - 79.99%	**C+**	3.333	65.00 – 69.99%
73.00 - 76.99%	**C**	3.0	55.00 – 64.99%
70.00 - 72.99%	**C-**	2.666	50.00 – 54.99%
67.00 - 69.99%	**D+**	2.333	45.00 – 49.99%
63.00 - 66.99%	**D**	2.0	35.00 – 44.99%
60.00 - 62.99%	**D-**	1.666	30.00 – 34.99%
0.00 - 59.99%	**F**	0	0.00 – 29.99%

HUHS Board Administrative Guideline 5421: Grading

The purpose of grades is to accurately reflect individual student achievement as related to course learning targets. Sincerely held religious beliefs must be accommodated (Guideline 8800B) with regard to any assessment, activity, or test from which grades are drawn. Grading procedures shall be free from any discriminatory practices and/or language and shall be in accordance with state and federal guidelines for special education students and English language learners.

Formative Assessment and Feedback

The School Board recognizes that students learn best through a system of clear learning objectives, quality formative assessment, timely feedback, and the opportunity to show developmental growth. This process of formative assessment and developmental feedback has the following purposes:

- To help students understand the relationship between their current performance and the desired/next level of performance.
- To develop each student's ability to think critically about his or her own work.
- To encourage students to take risks that result in the development of new skills and deeper learning.
- To empower students to improve their performance over time.
- To inform teachers about student progress toward objectives so teachers can provide responsive instruction.

Effective use of developmental feedback to enhance student learning includes:

- Frequent use of formative assessments to guide teaching and learning.
- Involvement of students in self-assessment throughout the teaching/learning process.

Summative Assessment and Grade Reporting

The School Board recognizes that formal grade reporting is necessary to provide summative information about student performance, used by various stakeholders to determine how well a student is achieving and accomplishing the educational goals of the District. Grade reporting will be provided through the District's student information system on an ongoing basis. The process of summative assessment and grade reporting has the following purposes:

- To apprise the student, parents, teaching staff and administration of how well the student meets learning targets in a grade level or course.
- To provide an official record of student performance to advise stakeholders about next steps in the student's educational sequence (promotion, pre-requisites, college admission, etc.)

Effective use of summative assessment and grade reporting includes:

- Clear and timely communication to students as to grading criteria and components.
- Achievement of learning targets as the primary factor in determining grades.
- Accurate reflection of student achievement as related to meeting learning targets.
- Ensure that grades reflect individual student achievement as related to course objectives.
- Use a variety of assessments to monitor and measure student performance.
- Align key assessments, grading scales, and grading practices with grade level or subject area teams.
- Maintain accurate records of student progress.
- Ensure that report card grades reflect individual student skills and understanding in relation to course learning targets.
- Provide a separate citizenship grade, on attendance, behavior and effort as these components are not part of the academic grade.

Teachers' Role and Responsibilities

- Inform students at the beginning of a course of the learning targets and the basis upon which a student's performance will be assessed and graded.
- Provide formative assessment and timely feedback.
- Provide opportunities for students to self-assess their work.
- Provide additional learning opportunities and support for students as reasonable and appropriate.
- Communicate with parent(s) if student is failing or at risk of failing class.

Student Role and Responsibilities

- Prepare for assignments and assessments in order to develop skills and understandings.
- Respond to timely feedback in order to further develop skills and understandings.
- Take ownership for the honesty, quality and integrity of all assignments/assessments.
- Ask questions, seek additional support, try new learning strategies, and utilize 21st century skills.

Parent/Guardian Role and Responsibilities

- Understand and reinforce expectations for quality student work.
- Monitor student progress in meeting course objectives.

Administrative Role and Responsibilities

- Ensure that feedback and grading practices are consistent with the educational goals of the District.
- Facilitate communication among teacher teams concerning feedback and grading.
- Monitor and support teachers in their implementation of the District grading policy into grade level/subject area team's policy and practice.
- Facilitate communication among teachers, students, and parents regarding student performance and progress.
- Support the need for balance among the many learning activities in the life of a student.

Course Grading Policies

A course will have an established grading policy and will be communicated to students at the beginning of the course. Any course taught by multiple teachers will have common grading and assessment policies. All courses will

have a culminating demonstration of learning at the end of each semester that will account for 15% of the semester grade. These established grading policies will be presented to the District Administrator for review, possible revision, and approval annually. In addition, the district's Academic Integrity Policy located in the *HUHS Student and Family Handbook* will be followed.

District Academic Grading Practices

In an effort to implement consistent grading procedures which are in alignment with District policy and educational research, the following practices will be used:

Grading Practice 1: Only include scores that relate to the student achievement of the learning targets (aligned to standards) and report other factors separately.

> Rationale: By reporting on specific learning targets (aligned to standards), reporting of student learning is more accurate to the degree by which students have attained a level of proficiency in a course. All academic grades will be aligned to course curriculum and learning targets. Attendance, effort, behavior, and other life skills are important, but separating these from the academic proficiency will provide students and all stakeholders a clearer picture about a student's learning. Students will be held accountable for these other behaviors and skills but they will be reported within the Citizenship Grade. In some instances, course learning targets may include life skills as part of the curriculum; in these cases, academic proficiency would include these life skills as academic proficiency.

Grading Practice 2: Academic grades should be based on established criteria for proficiency of learning targets (aligned to standards).

> Rationale: In order to accurately assess a student's level of proficiency, grading systems use scoring rubrics with specific learning criteria. Because rubrics measure specific learning targets and provide detailed expectations for various levels of proficiency, they are useful in providing students and parents with useful feedback. Teachers can use the more detailed scores to inform instruction. The core principle is that a grade should provide an accurate, undiluted indicator of a student's level of proficiency of learning targets.

Grading Practice 3: Apply grading and assessment procedures that support learning.

> Rationale: The goal of frequent assessment is to inform instruction and modify learning. Formative assessments are used to track student learning and make appropriate adjustments. Information from formative assessments should be used to provide feedback on progress toward academic proficiency. Including students in classroom assessment practices and scoring ensures clear expectations and promotes student learning. Teachers should use a variety of assessments for both formative and summative assessments.
>
> Grading practices include effective feedback (Reeves, 2010). The following criteria are part of effective feedback:
>
> - *Accurate*: The same work by the same student should receive the same grade, even if the teachers are different
> - *Timely*: Students receive the feedback in a timely manner and can associate the feedback with the work that generated the feedback.
> - *Fair*: The grade is objective and directly related to the learning target without subjective considerations unrelated.
> - *Understandable*: Students and parents understand how grades are earned and see a clear relationship between student actions and the grades on the report card.
> - *Effective*: There is clear evidence that use of feedback and grading procedures lead to improved student performance.

District Academic Grading Procedures

The following procedures will be used to provide consistency and transparency in grading within and among courses and departments.

Gradebook Grading Categories

- Feedback (Formative) 10%
- Proficiency (Summative) 75%
- Culminating demonstration of learning 15%
- Citizenship 0%

The following district components will be included in each course gradebook:

Citizenship Feedback: Set up as a separate category in the gradebook and calculated at 0% of the grade, scores placed in this category will be feedback based upon the Citizenship Grade rubric and scoring. The scores in this category will be used to formulate the quarterly Citizenship Grade. (See Citizenship Grade for more information about criteria and reporting.)

Academic Feedback: Set up as a separate category in the gradebook and calculated at 10% of the grade, scores placed in this category will be academic feedback aligned to learning targets and will most likely precede a summative assessment. The scores in this category will be used to inform teaching and learning decisions in preparation for summative assessments.

Academic Proficiency: Set up as a separate category in the gradebook and calculated at 75% of the grade, scores placed in this category are aligned to learning targets for the course and are comprised of summative assessments.

Culminating Demonstration of Learning: All courses will have a culminating demonstration of learning at the end of each semester which will be 15% of the semester grade.

Teacher Records/Gradebook

The grading record should be a teacher's record of evidence to support grades reported on the report card. Grades are also a means of communication to both student and parents about the student's progress and understanding of learning targets. As such, gradebooks should include sufficient information and entered in a timely manner to provide a clear and accurate guide of student progress. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement. Grades should reflect a balance of learning targets covered. The teacher's grade record is a part of the official documentation portraying proficiency of course curriculum and learning targets. These records should be accurately maintained and teachers should be aware that grades should be justified.

1. *Incongruent assessments*: Where a significant disparity or anomaly in student performance over time is evident, interventions by the teacher need to be implemented to address the gap in demonstrating proficiency. This will validate a student's proficiency of the learning targets in question.
2. *Weighting performance over time*: Teachers are to ensure that a student's grade accurately reflects his/her best understanding of particular learning targets. Where a student has demonstrated significant improvement in terms of proficiency of learning targets throughout the course, every effort should be made to emphasize current proficiency in the determination of the grade.

Late Work

Establishing, maintaining, and holding a student accountable for due dates and deadlines is necessary to assist students in the development of life skills and in the development of individual responsibility and self-discipline. In addition, due dates and deadlines are also necessary for teachers to adequately and efficiently manage the workload. Late or incomplete work is often symptomatic of other, more serious issues for student learning. Teachers are expected to be involved in identifying the root causes. In many cases, the consequence of not completing an assignment will be completing the assignment.

Late work will be accepted by teachers with the following guidelines:

- Any work submitted after the due date may earn a **maximum grade** of a C (75%/3).
- Late work will only be accepted until the end of the current unit.
- If the culminating demonstration of learning is late then it falls under the reassessment policy (see below) and is still worth a maximum grade of C (75%/3).

Late work opportunities are at the teacher's discretion. Students may be assigned to Resource to complete late/missing work.

Failing a Course

Students must pass all required courses. If a required course is failed, students may recover credits through either **Credit Recovery** or **Repeating a Failed Course**. Credit Recovery is not available for elective courses. If a student fails an elective course, he/she may only repeat the course.

Credit Recovery

If a student fulfills requirements through Credit Recovery, a "P" (passing grade) will be posted for the recovered course on the student's transcript. The original course title and "F" grade will remain on the transcript, as well. The "P" grade will have no impact on the cumulative GPA. The "F" grade will continue to be calculated in the cumulative GPA.

Transcript Example

- Biology - F
- CR Biology - P

Repeating a Failed Course

If a student repeats a failed course and passes the course, the title of the course and the passing letter grade earned in the repeated course will be posted on the student's transcript. The original course title and "F" grade will also remain on the transcript. Both the original and repeated course grades are calculated in the cumulative GPA.

Retaking a Non-Failed Course

A student may choose to retake a course at HUHS if he/she does not fail it. Students may not receive credit twice for a retaken course. Both the original course title and grade and the retaken course title and grade will remain on the transcript. If the retaken course is taken at HUHS, the higher of the two grades will be calculated in the cumulative GPA.

If a course is retaken somewhere other than HUHS, the retaken course title and grade will be posted on the transcript; however, the retaken course grade will not be calculated in the cumulative GPA. The original course grade will be calculated in the cumulative GPA.

Summer School Work Ahead Courses ONLY

If a student fails a work ahead summer school course, or is 'dropped' from a summer school work ahead class due to having two absences, an 'F' grade will be recorded on the transcript.

See above information for recovering/repeating a failed course.

Special Codes

In order to provide more descriptive feedback and communication to students and other stakeholders, the following special codes will be used within the gradebook:

SNG	Submitted Not Graded; Used to indicate an assignment has been submitted by the student but not yet graded by the teacher	Used to indicate the progress of or adjustment to an academic assignment
RA	Reassessed; Used to indicate an assessment that has been reassessed.	
EXC	Excused; Used when a student is excused from an assignment due to extraordinary circumstances	
DI	Distinguished	Used for Citizenship grading
PR	Proficient	
BA	Basic	
UN	Unsatisfactory	

Reassessments or Retakes

In order for students to initially attempt a reassessment, **students must have put forth full effort on the initial attempt and then demonstrate additional learning in preparing for the reassessment.** . Students may retake any "major" proficiency assessment for which they would like to improve their score with the following guidelines:

1. A **maximum** grade of a C (75%/3) can be earned as a result of the reassessment.
2. Students are allowed four reassessments per semester per course.
3. Reassessments will cover the same learning target(s) but are not necessarily the same format or length as the original assessment. A teacher may require students to only reassess on non-proficient skills or tasks.
4. Students must complete required re-learning activities/work prior to reassessing.
5. The deadline for a reassessment will be determined by the teacher but should occur in a timeline which allows for the "relearning" to be applied to any new material or content in the course.

Reassessment opportunities for feedback or minor proficiency assessments are at the teacher's discretion.

Return of Graded Work

Teachers should review and return all graded work to students within a time frame that will benefit the student. Graded daily work should be returned on a weekly basis. Larger projects should be reviewed and returned on a timely basis to allow the student to identify any areas of weakness and arrange for extra support prior to future learning and assessments.

Negative Impact of Zeroes

In most cases, teachers will be using scores from multiple assessments to measure the learning of a student. This practice provides multiple opportunities for a student to demonstrate proficiency of a learning target. Therefore, a zero should not be necessary and only used when a student has not provided any attempts to demonstrate academic proficiency through multiple opportunities or sufficient time has elapsed and no opportunity to recover points is available.

Avoid Grading Based Only on Averages (Mean Scores)

Accurate grades are based on the most consistent evidence. When multiple assessments are used to measure academic proficiency of a learning target, there is a pattern of achievement, including trends, and not the average of the data. Focusing on the mode rather than the mean will account for student growth and most recent scores.

Teachers may implement a variety of methods to account for student growth data such as administering retakes, allocating more points to assessments later in the grading period, or providing alternative assessments on learning targets.

Extra Credit

Teachers will only provide extra credit for work that demonstrates an increased proficiency of the learning targets. The use of extra credit is such that the activities must be of sufficient and significant rigor to truly extend and reach a deeper understanding of a learning target beyond the classroom options.

Academic Dishonesty and Plagiarism

Academic dishonesty and plagiarism will be treated as a behavioral issue. As such, incidences shall impact the student's Citizenship grade, not the academic grade. Additional behavioral consequences can be found in the *HUHS Student and Family Handbook.* When an incident has been discovered, the following steps will be followed in regards to demonstration of academic proficiency;

1. The student will be required to resubmit the work in question in order to demonstrate proficiency of the skills and content.
2. The format and timing of the submission will be at the discretion of the teacher and will likely result in a loss of discretionary time for the student.
3. No penalty to your academic grade will be enforced; however, this will affect your citizenship grade up to and including an "UN" for your citizenship grade for the quarter.
4. Teachers will communicate the plan to parents and an administrator.

Citizenship Grades

As Americans, we treasure our many freedoms and rights. Respecting rules and laws is an essential condition for an organized, democratic society and necessary to protect those freedoms and rights. Together, political and social rules set the norms for how people are to treat one another. These norms also include the consequences if someone deviates from these expectations.

What is considered "acceptable behavior" today by many Americans was unacceptable a short time ago. "Appropriate behavior" is defined and justified by a person's own imagination for what is right and wrong rather than being defined by the rules, laws, and customs of our society. With the increased societal emphasis on academic achievement, appropriate behaviors and social norms may become a lower priority with students and may be seen as unimportant or insignificant. By focusing on personal responsibility in our school and by having a standardized expectation for appropriate citizenship, we can promote meaningful accountability.

Our HUHS mission statement includes "contribute to a global society" and to ensure we are developing the character traits and behaviors necessary to accomplish the mission, we must value and hold students accountable for positive citizenship characteristics. We also recognize that potential employers and colleges may desire this type of information when evaluating the person they are considering as a member of the company or school. With greater emphasis on citizenship grades, students learn valuable lessons about behavioral traits that are necessary for young adults to be contributing adult citizens. To ensure consistency of citizenship grades at HUHS, the rubric on the following page has been established to determine what constitutes positive behavior and citizenship in class.

Citizenship Grading Procedures

Citizenship Feedback grades will be recorded throughout a grading term. At a minimum, students will receive a bi-weekly Citizenship Grade. At the end of each Progress Period (mid-term and quarter), teachers will enter a holistic grade into the grading column for the Citizenship Grade. The letters DI (Distinguished), PR (Proficient), BA (Basic) and UN (Unsatisfactory) will be used both in the gradebook for each "assignment" for *Citizenship Feedback* and for the term grade received.

While the rubric provides indicators of performance, the list is not meant to be all inclusive of behaviors or traits that may be considered for each of the components. Teachers may evaluate other behaviors consistent with one of the three components in providing a holistic Citizenship Grade

In addition to the Citizenship Grade correlated to each course, a Homeroom/assigned Resource Citizenship grade will also be given. This will be based on student's Citizenship characteristics during their time in Homeroom and assigned Resource (if applicable).

Hartford Union High School
Citizenship Grade Rubric

Components	Indicators of Performance			
	Unsatisfactory *Rarely or Never*	**Basic** *Occasionally*	**Proficient** *Consistently*	**Distinguished** *Almost Always*
Respect and Personal Integrity	**Behavior** – Rarely follows behavior expectations outlined in the *Student Code of Conduct*; Needs multiple reminders by teacher and peers. May show dishonesty or lack moral character at times.	**Behavior** – Usually follows expectations outlined in the *Student Code of Conduct*; Corrects behavior when reminded. May need to be reminded by teacher and peers.	**Behavior** –Consistently follows behavior expectations outlined in the S*tudent Code of Conduct*. Is honest and displays high moral character.	**Behavior** –Models exemplary behavior outlined in the S*tudent Code of Conduct*. Is always honest and exhibits high standards of moral character.
	Respectful – Does not act in a polite, courteous or considerate manner. Does not treat others with respect.	**Respectful** – Usually acts in a polite, courteous or considerate manner. Usually treats others with respect.	**Respectful** – Consistently acts in a polite, courteous and considerate manner. Treats others with respect.	**Respectful** – Treats other with the highest levels of respect. Is always polite, courteous and considerate to others.
	Electronic devices – Electronic devices regularly a distraction.	**Electronic devices** – Electronic devices are occasionally a distraction.	**Electronic devices** – Consistently uses electronic devices appropriately.	**Electronic devices** – Almost always uses electronic devices appropriately.
Collaboration and Communication	**Collaboration** – Rarely participates in group, even after encouragement from peers or the teacher. Does not contribute to, value or encourage the team.	**Collaboration** – Usually participates in group with some encouragement from peers or the teacher. Usually contributes, values and encourages the team.	**Teamwork** – Consistently provides ideas. Values and encourages all team members.	**Collaboration** – Is considered a class leader in participating and providing ideas. Highly values others' opinions and strongly encourages all team members' contributions.
	Communication – Does not always communicate positively with teacher and classmates unless directed by the teacher.	**Communication** – Does not always communicate positively with teacher and classmates unless directed by the teacher.	**Communication** – Always communicates positively with teacher and classmates.	**Communication** – Communicates in a highly positive/professional manner with teacher and classmates. Challenges peer misbehavior.
Responsibility and Work Habits	**Responsibility**– Rarely prepared for class. Does not complete course requirements or complete them in a timely manner.	**Responsibility**– Usually prepared for class. Usually completes course requirements but not always in a timely manner.	**Responsibility** – Regularly prepared for class. Completes course requirements in a timely manner.	**Responsibility** – Is prepared for class. Completes course requirements in a timely manner at a high level.
	Work Ethic – Student achievement is below student's ability. Student work is unpredictable. Does not do enough, or just enough, to get by. Not self-motivated.	**Work Ethic** – Student achievement is somewhat reflective of student's ability. Somewhat resourceful; usually seeks assistance when needed.	**Work Ethic** – Student achievement is reflective of student's ability. Resourceful; seeks assistance when needed.	**Work Ethic** – Student goes above and beyond what is expected. Highly resourceful; provides assistance to others when needed.
	Engagement – Does not remain focused on classwork and needs reminders about the classroom task.	**Engagement** – Usually remains focused on classwork, but sometimes needs reminders about the classroom task.	**Engagement** – Independently engages in classroom activities; demonstrates interest and curiosity in learning.	**Engagement** – Independently engages in classroom activities; demonstrates a high interest and curiosity in learning. Leads classroom activities and discussions.

ASSESSMENT

Assessment

Assessment serves a variety of purposes throughout the learning process from start to finish. Assessment practices should be implemented in order to pre-assess, provide direct instruction, identify gaps in understanding, and to guide further learning. Formative assessments, designed to guide the learning process, will be offered in advance of major summative assessments.

Assessment *of* Learning: those assessments that happen after learning is supposed to have occurred to determine if it did. Statements can be made about student learning at a point in time to those outside the classroom. Examples include state assessments, local common assessments, placement tests, etc. These assessments are typically scored and reported for grading purposes.

Assessment *for* Learning: occurs while learning is still underway. These are the assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success. On these occasions, the grading function is laid aside. Examples include student self-assessment, student revision of work, etc.

Where do in-class tests and quizzes fit?

In-class tests and quizzes could fall into either an Assessment of Learning or Assessment for Learning depending upon the extent that the test or quiz demonstrates student understanding. For instance, if a quiz is given to determine if a student initially understands the material, then the emphasis on the grade should be minimal or with no impact on the grade. However, if a test is given that assesses all the concepts in a particular unit after numerous Assessments for Learning are utilized, then the test would be an Assessment of Learning and is recorded to a larger extent for grading purposes.

Assessment Methods

1. **Selected response or short answer** (multiple choice, true/false, matching, short answer, fill in questions)
2. **Extended written response** (At least several sentences in length. Students will compare, analyze, interpret, solve, describe, etc.)
3. **Performance Assessment** (An assessment based on observation and judgment. Examples include complex performances such as playing an instrument, repairing an engine or working productively in a group. Additionally, students may create products such as a term paper, a lab report, or a work of art)
4. **Personal Communication** (What students have learned through interacting with them through journals, logs, questions during instruction, listening to students as they participate in class, etc. Most likely formative assessment but may be summative assessment.)

Other Reminders

- Consider differentiation for each learning target. In other words, for each learning target there should be a variety of Assessments *for* Learning and Assessments *of* Learning. The purpose of the variety is NOT for teacher preference but rather differentiating for student needs.
- There should be at least one common assessment per unit. Shade the particular row that the common assessment is included. Additionally, this common assessment should include a common grading rubric.

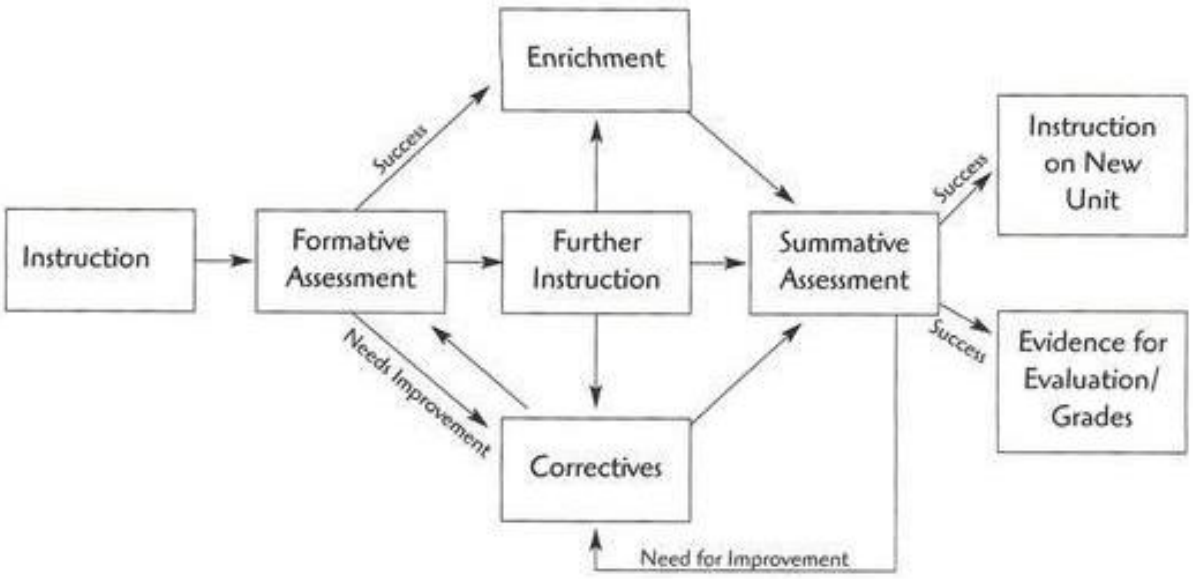


Figure 4.4 Adapted from Guskey, T. R. and J. M. Bailey. *Developing Grading and Reporting Systems for Student Learning*. p. 98, © 2001 by Sage Publications, Inc. Reprinted with permission of Corwin Press, Inc.

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