HUHS Curriculum, Grading & Assessment Handbook

2023-2024

MISSION STATEMENT

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

Updated August 2023

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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 formative assessment: The process of aligning learning targets to formative 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.

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

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

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

benchmarks: 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 continuum that articulates distinct levels of knowledge and skill relative to a specific topic (Marzano, 2010) and articulates gradations of quality for each criterion, from excellent to poor (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.

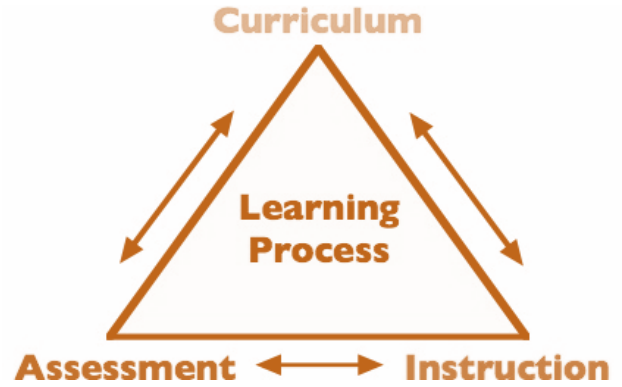
scoring: The process of assigning points or a symbol to represent a holistic analysis of an assessment.

priority standard: The term standard is used to address *how well* the student must perform, at *what kinds* of tasks, and based on *what* content. Priority standards are shown to have Endurance, Leverage, and Readiness, which allow for student success in subsequent courses and cross-curricularly. 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.

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.

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 Course Forms

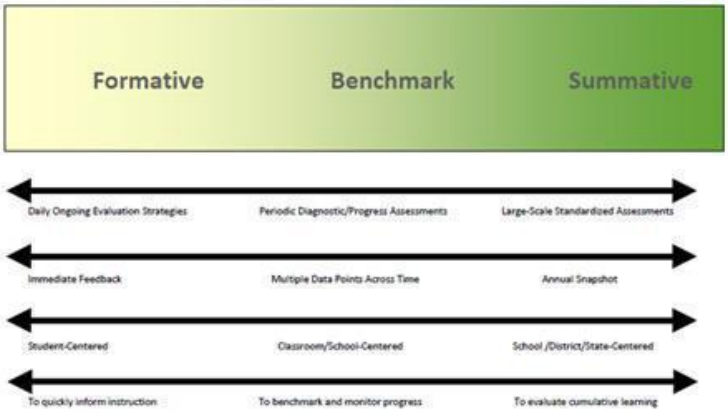
Written Course Forms shall be developed for all content areas in the District. The Course Forms shall be used to map a logical sequence of instruction from priority standards, to learning targets, to assessment practices. The expectations are that:

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 forms and use the learning targets to drive 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;
- PreACT Secure at grades 9 and 10 for ELA, math, reading, science, and writing; and
- the ACT at grade 11 for ELA and Mathematics, Science, and Writing.

Local Assessments

Local assessments include screening assessments and course-based assessments.

CURRICULUM

Introduction

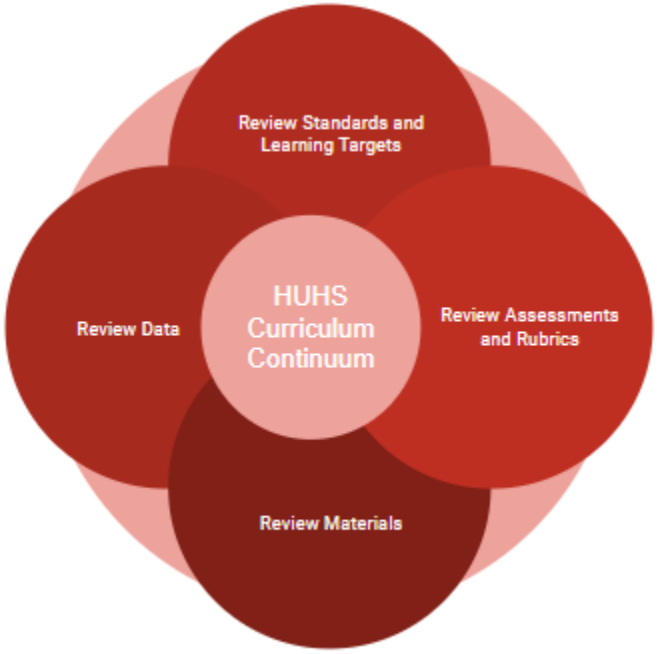
According to Marzano (2003), a detailed analysis of educational research revealed that one of the most powerful predictors of student achievement is a guaranteed and viable curriculum. A viable curriculum is defined as opportunity to learn and time spent teaching the content. Marzano (2010) argues that students' opportunity to learn is the most powerful predictor of student achievement. He offers the following action steps to achieve a viable curriculum in light of the current standards movement: identifying essential content, sequencing the content, finding time to teach the essential content, and ensuring that teachers teach the content (pp. 25-30).

Locally, essential content can be further delineated through the identification of a set of big ideas called "priority standards" (Schmoker, 2018). These priority standards represent the essence of a discipline and should be engaging for students. The priority standards should demonstrate Endurance (value beyond a single test), Leverage (value in multiple disciplines), and Readiness (necessary for success in future grades). Rigor is characterized as teaching fewer topics for depth coupled with analytic thinking skills. Once curriculum is adopted, ongoing professional development and support structures must be present in order to ensure effective teaching of the adopted curriculum (Loucks-Horsley, Hewson, Love, & Stiles; 1998).

The goal of curriculum development in the Hartford Union High School District is to create a rigorous, viable curriculum that provides opportunities for all students to learn. This process includes identifying and sequencing essential content, identifying enduring understandings, providing teachers with appropriate instructional materials, and providing professional development and support systems for teachers as they implement the adopted curriculum.

Curriculum Review Continuum

The HUHS Curriculum Continuum allows for a continuous review of curriculum, materials, and implementation. By continuously reviewing the rigor and relevance of these things, HUHS staff is able to guarantee access to a viable curriculum.



Identifying Priority Standards

Priority Standards are the essential skills a student needs to be successful in any course or department. They are the skills that are guaranteed students must know and be able to do. Student pacing through the completion of the course can be accomplished through the mastery of priority standards. The first step in the curriculum continuum is the review of Wisconsin Academic Standards. During this process, approximately 10 priority standards are chosen for the department, using the Endurance, Leverage, Readiness guidelines. Departments will select priority standards as a way to limit the focus of content knowledge to allow for a deeper understanding of the skills a student needs to be successful across all content areas.

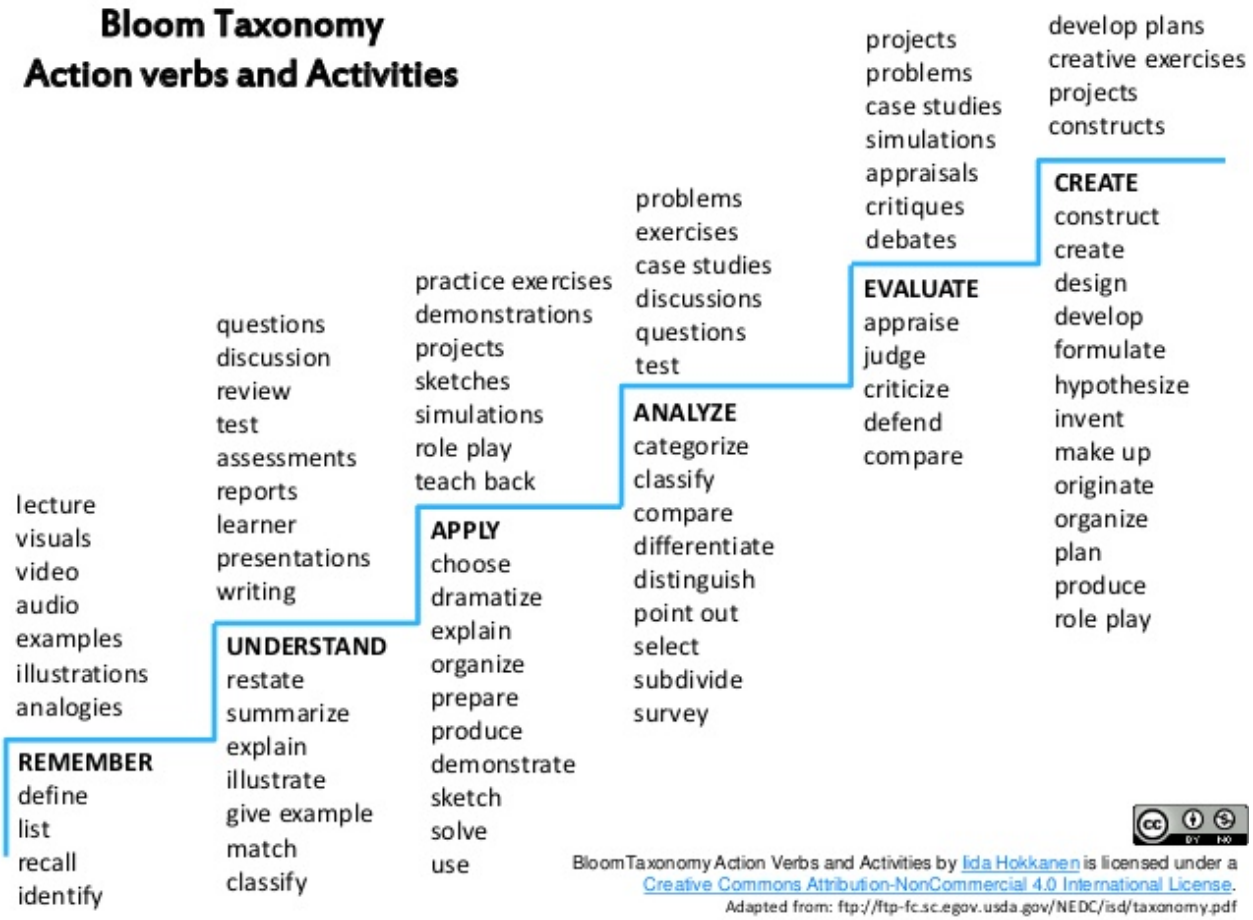
Writing Learning Targets

According to Rick Wormeli (2006) learning targets refer to the key knowledge and skills we want students to know and be able to do at the end of a unit. Learning Targets can be referred to as the building blocks for the understanding of power standards. Teachers should consider the larger ideas that connect the facts and the larger purposes for mastering the performance when writing Learning Targets. In general, there should be 3-5 Learning Targets for each power standard; however, you could have more or less depending upon the complexity of the standard.

Learning Targets are goals for mastering power standards. They are derived from the standards and used to assess growth and achievement. They are written in concrete, student-friendly language and are shared with students, posted in the classroom, and tracked by students and teachers during the process of learning. The following are expectations to include when writing learning targets:

- Frame the target as learning
    - What do you want them to understand and /or be able to do by the end of the lesson?
    - Write targets as a ladder of success for students.
- Write the target in student-friendly language
    - Break down the standard into the steps they will need to know in order to be successful at demonstrating proficiency of the standard
- Use similar verbiage as the standard
    - Include academic vocabulary: analyze, infer, interpret, explain, evaluate, etc.
- Use content-specific vocabulary
    - This is what helps to build background knowledge, improve understanding, and increase reading comprehension
- Use the learning target to formatively assess student understanding
    - Learning targets should be formatively assessed at least twice before assessed for proficiency.
- Take time to talk about the learning target every single day.
    - This provides purpose for the day's lesson and work.

When creating Learning Targets, selecting the proper verb from the Knowledge Taxonomy Verb List can help to describe the appropriate performance. Simply start with a verb from the desired level and finish the statement with a description of that skill or knowledge area. Identifying the level of the verb will give a good indication of the level of student performance in that instruction.



Applying Bloom's Taxonomy

The following examples provide additional verbs, sample question stems, and potential activities for each of the levels of Bloom's Taxonomy.

This information was taken from www.teachers.ash.org.au/researchskills/dalton.htm

Knowledge		
Verbs	Sample Question Stems	Potential Activities and Products
tell list describe relate locate write find state name	What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events.. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the .... in the story. Make a chart showing... Make an acrostic. Recite a poem.

Comprehension		
Verbs	Sample Question Stems	Potential Activities and Products
explain interpret outline discuss distinguish predict restate translate compare describe	Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flowchart to illustrate the sequence of events. Make a coloring book.

Application		
Verbs	Sample Question Stems	Potential Activities and Products
solve show use illustrate construct complete examine classify	Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a paper-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game suing the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

Applying Bloom's Taxonomy (continued)

Analysis		
Verbs	Sample Question Stems	Potential Activities and Products
analyze distinguish examine compare contrast investigate categorize identify explain separate advertise	Which events could have happened...? I ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flowchart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, color and texture.

Synthesis		
Verbs	Sample Question Stems	Potential Activities and Products
create invent compose predict plan construct design imagine propose devise formulate	Can you design a ... to ...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.

Evaluation		
Verbs	Sample Question Stems	Potential activities and products
judge select choose decide justify debate verify argue recommend assess discuss rate prioritize determine	Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about five rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...

The following table provides sample learning targets which use Bloom's Taxonomy to scaffold learning:

Learning Target Samples	
(COMPUTER SCIENCE) Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. ● Locate and correct errors in a program. ● Design, code, test, and execute a program that corresponds to a set of specifications. ● Justify the correctness of a program.	(TEE) Use available information and communication technology to improve productivity, solve problems, and create opportunities. ● Locate vehicle specifications on or in the vehicle so you can accurately identify a vehicle. ● Use creditable service information that is specific to the vehicle. ● Perform general repairs that will make a vehicle safer to drive.
(ELA) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● Identify multiple themes from a text	(PHY ED) Participate regularly in physical activity. ● Apply skills of the sport/fitness activity through participation. ● Demonstrates the skills, knowledge, and interest to lead a healthy lifestyle. ● Assess and manage personal health behaviors.

● Summarize the events and details of a story ● Explain the connection between themes from a text ● Compare the development of multiple themes from a text ● Formulate an argument as to how the incorporation of multiple themes enhances a text	● Apply strategies of the sport/fitness activity through participation.

Creating Rubrics

A rubric, at a basic understanding, is a teacher's attempt to create a continuum that articulates distinct levels of knowledge and skill relative to a specific topic. Rubrics can and should be used both formatively and summatively to track student progress over time. It should serve to identify a student's progression of learning as it relates to the priority standards selected for each specific course (Marzano, 2010).

In order to create rubrics which allow for a continuum of learning, teachers must first "identify simpler and more complex" skills. Each learning target should be placed in the "proficient" category. From there, each learning target should have simpler and more complex learning goals along the continuum.

Using Student Data

As a result of using specific rubric criteria, teachers should be modifying their instruction based on the data that is collected. This means that units should not be taught in a predetermined amount of time; rather, instruction on the priority standards should be individualized for each student. Should students need additional time and support, that should be easily accommodated, while others who are ready to advance to the next set of skills should be provided that opportunity as well.

Literacy Across the Content Areas

Wisconsin's Department of Public Instruction defines literacy in all subjects as, "the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform in a way that is meaningful within the context of a given field." To that end, in addition to course priority standards, each department is responsible for the inclusion of district-created literacy standards and their subsequent learning targets. As with priority standards, students should be frequently demonstrating their disciplinary literacy skills through authentic and relevant formative and summative assessment.

Course Title Course Number	
Course Description - Must be the exact course description as printed in the course planning guide. Is limited to 600 characters maximum, including spaces and punctuation.	
Credits Awarded	
Prerequisites List any courses that are required prior to enrolling	
Resources Include any textbooks, workbooks, supplies, or materials needed by students. Do not include items such as laptop, technology, paper, binder, etc.	
Priority Standards	**Learning Targets**

INSTRUCTION

Instruction

Instruction shall be consistent in delivering curriculum objectives and shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles which shall include:

- Establishing a school climate that continually affirms the worth and diversity of all students.
- Expecting that all students will perform at high levels of learning.
- Ensuring that all students experience opportunities for personal success.
- Varying the time for learning according to the needs of each student and the complexity of the task.
- Expecting both staff members and students to take responsibility for successful learning.
- Assessing current student skills or learning for instructional assignment.
- Analyzing the content of each learning target so that instructional strategies match content and assessment.
- Sequencing tasks into a hierarchy of learning skills, when appropriate, for maximum effectiveness of instructional delivery.
- Orienting students to the learning targets to be learned.
- Providing varied instructional approaches, adequate practice time, and multiple opportunities for learning and success.
- Assessing student proficiency of the learning targets to determine the need for progressing to a new learning target, extension, enrichment, or correction.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon district philosophy and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of proficiency of the learning targets as outlined in the curriculum guides for each subject. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of proficiency.

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 allows for differentiation. 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 formative assessment per unit. All assessments, either of learning or for learning, should be using common rubrics.

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.

The Role of Formative and Summative Assessment

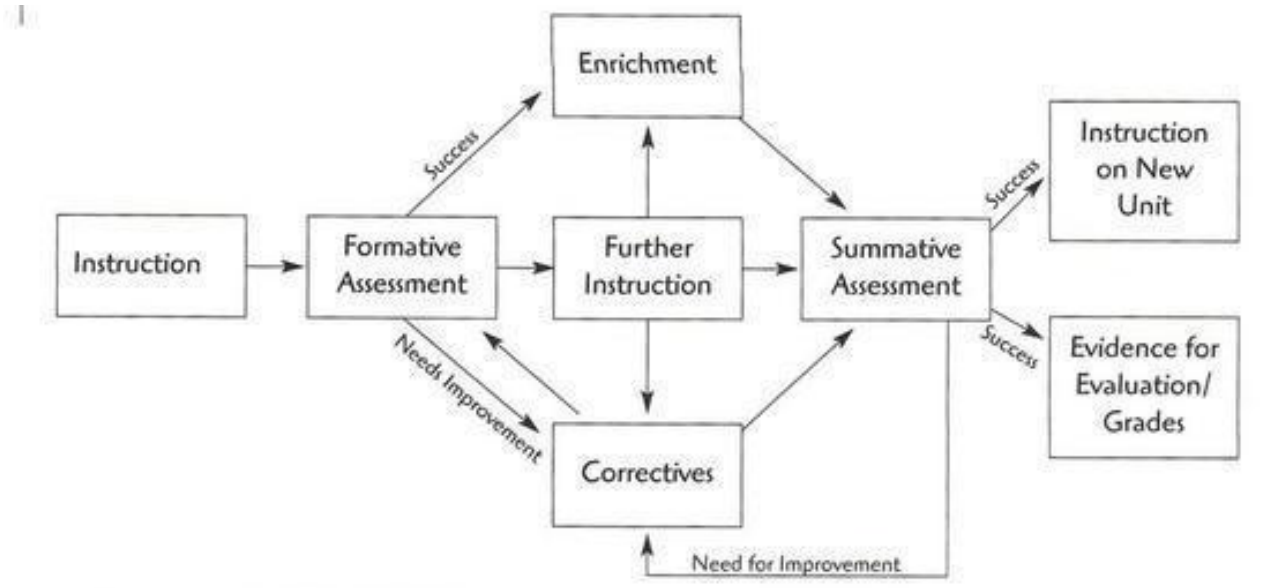


Figure 4.4 Adapted from Guskey, T. R. and J. M. Bailey. *Developing Grading and Reporting Systems for Student Learning.* p. 98, © 2001 by Sage Publications, Inc. Reprinted with permission of Corwin Press, Inc.

Assessment Methods

1. **Selected response or short answer** (multiple choice, true/false, matching, short answer, fill in questions)
2. **Extended written or verbal 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.

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 personalized 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 for more informed instruction, increased differentiation, or more effective interventions.

Reporting Student Progress

Grades are reported to interested parties to communicate a valid representation of achievement OF learning targets, which are aligned to adopted standards and approved by the HUHS Board of Education. Therefore, 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 that 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.

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.
- Maintain accurate records of student progress.
- Ensure that report card grades reflect individual student skills and understanding in relation to course learning targets.

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 a 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.

District Grading Practices

Hartford Union High School's teachers, administrators, and board members believe the following practices provide students and families with the most accurate picture of student understanding:

Grading Practice #1: Only include scores that relate to student achievement of the learning targets aligned to priority 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.

Grading Practice #2: Academic grades should be based on established criteria for proficiency of learning targets aligned to priority 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, 2011). 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) 90%

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 90% of the grade, scores placed in this category are aligned to learning targets for the course and are comprised of summative assessments.

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 students 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.

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 may not be available for elective courses.

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 Applicable

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	

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 **B** (85%/4).
- Late work will only be accepted until the end of the current unit.
- Late work on culminating assessments will no longer be accepted after the following unit is completed.
- Late work at the end of a term will not be accepted after the grading period closes.
- Late work extensions due to extenuating circumstances (medical, family emergency, etc.) beyond a grading term, must be approved by the Principal.

Late work opportunities are at the teacher's discretion. Students may be assigned to Oriole Time or before and after school to complete late/missing work.

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 B (85%/4) can be earned as a result of the reassessment.
2. Students are allowed four reassessments per .5 credit awarded by 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.

Academic Dishonesty and Plagiarism

Academic dishonesty and plagiarism are behavioral issues with academic consequences. Both issues are often a result of unpreparedness, poor time management, and poor judgment. As such, HUHS will follow steps similar to the Reassessment or Retakes framework. 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 resubmission can earn a **maximum** grade of a C (75%/3).
3. 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.
4. Teacher and student will communicate the resubmission plan to the guardian, the Oriole Time Coach, and an administrator.
5. Teachers will complete an Office Discipline Referral (ODR) detailing the incident.

Return of Graded Work

Teachers should review and return all graded work to students within a time frame that will benefit the student. Grades falling into the feedback category should be returned within 1-2 school days so as to inform instruction. Larger projects should be reviewed and returned within 4-6 school days 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. Additionally, teachers may chart a student's progress at demonstrating proficiency of a priority standard. The teacher may determine that the averaging of grades is not appropriate in all circumstances and make changes in the grade book to reflect the mode or upward trend.

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