

Grading and Progress Reporting Procedure 2420P

Exhibit A - Assessment, Grading and Reporting:

Definitions, Purpose and Best Practices

Definitions

Assessment of student learning refers to the wide variety of methods or approaches that educators use to assess, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. There are four categories of assessment: formative, interim, summative and common assessments.

Formative assessments are real-time assessment of student learning administered multiple times during a unit, course, or grade level content area. The purpose of formative assessment is to give educators real-time actionable feedback focused on what students are learning or not learning so that differentiated instructional approaches, resources and support can be provided. Formative assessments are usually not scored or graded, and take on a variety of forms from more formal quizzes and assignments to informal questioning techniques, in-class discussions with students, exit tickets, etc.

Interim Assessments fall in between formative and summative assessments and are medium-scale and occur mid-cycle. Interim assessments evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and are designed to inform decisions at both the classroom and beyond the classroom level, at the school and/or district level. Therefore, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level. District Interim Assessments serve instructional purposes and should provide results that enable educators to adapt instruction to better meet student needs.

Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period - typically at the end of, a course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period. Smarter Balanced Assessments, International Baccalaureate and Advanced Placement exams are examples of summative assessments.

Common assessments are used in a school or district to ensure that all teachers are evaluating student performance in a more consistent, reliable, and effective manner. Common assessments are used to encourage greater consistency in teaching and assessment among teachers who are responsible for teaching the same standards. They allow educators to compare performance results across multiple classrooms, courses, schools, and/or learning experiences. Common assessments share the same format and are administered in consistent ways - e.g., teachers give students the same instructions and the same amount of time to complete the assessment, or they use the same scoring guides to interpret results. Common assessments may be formative,

interim, or summative and may or may not be used in the determination of a grade.

Grading is the system of measuring and recording student progress and achievement to allow educators, schools and the District to provide progress information to students, families and others and to evaluate the effectiveness of instruction and instructional programs.

Reporting is the process used to communicate student progress to families, students and others of student performance.

Purpose of Assessment, Grading and Reporting

The purpose of assessment is to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students. There are three categories of assessment: formative, summative and common assessments defined above.

The purpose of grades is to reflect what students know, understand and are able to do relative to standards and learning targets/goals. Traditionally grades have been shared at specified points in time. In our digital world, grades are available through on-line tools and applications.

The purpose of reporting is to communicate student progress to students, families and others about the achievement of individual education plan goals, standards, learning targets/goals, levels of student performance relative to those standards and targets/goals, areas of strength and areas where additional time and effort may be needed.

Best Practices for Assessment, Grading and Reporting

Assessment:

- 1) Provide students with clear feedback on their progress and how they might improve
- 2) Provide students with opportunities to incorporate feedback
- 3) Include opportunities for self-evaluation/reflection
- 4) Provide adequate time to demonstrate learning
- 5) Provide multiple opportunities, options and choice to demonstrate learning
- 6) Align assessments with instructional methods and content
- 7) Formative assessment is frequent and ongoing
- 8) Communicate performance criteria to students at beginning of each lesson and unit
- 9) Rubrics for assessments are effective in communicating important elements of quality and help students meet teacher expectations

Grading:

- 10) Share graded assessments with students
- 11) Use multiple and valid sources of evidence in determining student progress
- 12) The process of summarizing and interpreting assessment results should yield an accurate and informative representation of student learning
- 13) Base the grade on the summative products of their learning

- 14) Grades are never punitive
- 15) Grades should distinguish learning from the timeliness of completion of an assignment
- 16) Bonus points and extra credit are not calculated in the grade
- 17) New evidence of growth should be considered in grade calculation
- 18) Quarter and semester grades may be increased to reflect current achievement
- 19) Average of assignments or units of study and/or fixed percentages as cut-off scores may not be reflective of overall student learning
- 20) Assigning grades by utilizing a Bell Curve or distribution by grade ranges is never appropriate

Reporting:

- 21) Families should have access to all graded assessments. Securing assessment questions from certain summative assessments identified in advance is appropriate
- 22) While student behaviors, effort, motivation, participation and attendance may impact academic performance, they are reported separately
- 23) The reporting of student progress is aligned to learning objectives or standards, and/or individual education plan goals

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