

# Urbana City Schools

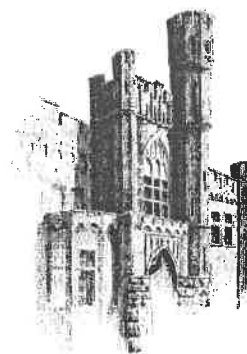


## Grading & Assessment Guidelines

Revised Summer 2015

# Grading and Assessment

## Changes to the Grades 6-12 Reassessment Policies for 2017-2018



Starting the 2017-2018 school year teachers can limit the number of reassessments students will have each quarter.

Changes to the current guidelines are in bold print.

**Students may reassess 1, 2 or 3 summative assessment(s) per quarter** provided that:

- The student, in conjunction with the teacher, must develop and share a plan for additional learning in order to earn the right to be reassessed for full credit.
- In order for a student to have the opportunity to reassess summative assessments, related homework and formative assessments must have been completed on time according to district attendance policy.
- The student must schedule reassessments with the classroom teacher and must take the reassessment within six (6) class periods from when the graded assessment is returned.
- In class summative speeches, presentations, and performances must be completed on time and are not eligible for reassessment.
- Assessments given within the last ten school days (excluding exams at the secondary level) will not be eligible for reassessment.
- Semester and final exams for high school level courses cannot be reassessed.
- If a student is unexcused on the day of a semester or final exam, the student will receive a failing grade on the exam.
- The student must play a key role in his or her success.
- **Teachers may allow students to reassess more frequently at their discretion.**

In order for implementation to occur, we agree to the following terms.

- Teachers will implement all components of the Grading and Assessment Guidelines with fidelity. We will commit to holding both teachers and students accountable for the tenets and procedures outlined in the policy.

- At the start of each quarter, teachers will provide students with a syllabus, with points attached, outlining the planned summative assessments for the quarter so that students may plan for reassessment opportunities. (Refer to the chart below.)

### **What does the syllabus look like for teachers?**

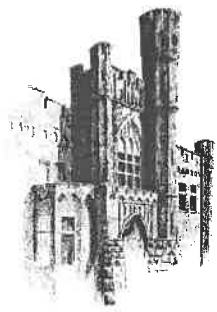
- **List the projected summatives for the quarter**
  - **Projected point value of each summative (kids need to know how each summative is weighted)**
  - **Total amount of summatives they will be allowed to reassess per quarter. (There might be 5 summative assessments, but if there is a speech- which is not re-assessable- then only 1 can be reassessed)**
  - Teachers could give out calendars for the entire quarter, but that is not something that has to happen (should be teacher preference in this case).
- Teachers will return summative assessments in a timely manner in order to provide students with the information they need to make informed decisions about reassessment opportunities.
  - The number of reassessments possible per quarter will depend on the number of assessments in the class. For example, a course with only four summative assessments in a quarter would allow for one reassessment opportunity. A course with eight would allow for two. Refer to the chart below for guidance.

| Reassessment Ranges                    |  |
|--|--|
| # of Summative Assessments per Quarter | Minimal # of Reassessments per Quarter |
| 1-4                                    | 1                                      |
| 5-8                                    | 2                                      |
| 9-12                                   | 3                                      |

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# Urbana City Schools

## K-12 GRADING & ASSESSMENT GUIDELINES

### ***PURPOSES OF GRADING***

#### ***Primary Purpose***

- To communicate academic achievement status to students, parents, and others

#### ***Secondary Purposes***

- To provide information that students can use for self-evaluation and growth;
- To encourage student growth and progress in learning;
- To identify students for available educational opportunities (e.g., courses or programs); and
- To evaluate the effectiveness of curricular, instructional, and assessment practices and programs

### ***WHAT DO GRADES MEAN?***

Grades are summary statements of student performance and must be attached to clearly defined, district-wide performance levels. These performance levels will effectively communicate meaning to students, parents, and post-secondary institutions.

***OUR COMMITMENT: All Urbana City Schools grading and assessment practices will be used to support the learning process and to encourage the success of all students.***

## ***ASSESSMENT PRACTICES THAT SUPPORT LEARNING...***

A performance-based system requires that assessment practices involve a clear understanding of the learning target and what it will look like when accomplished. Examples of these practices that support learning and assessment are:

- Make the learning target explicit, public, and accessible so that the standard is known and can be met because students know what is expected (i.e., written descriptions such as rubrics and key exemplars).
- Use formative assessment data to check and adjust instruction, monitor, give explicit feedback, track progress, and celebrate success.
- Discuss and involve students in assessment, including grading, throughout the teaching/learning process.
- Give learners “voice and choice” in determining evidence.
- Use criterion-referenced performance level descriptors as reference points for scoring. Assessment results and scores are measured against a performance level, not against the performance of others.
- Use quality assessments and properly record evidence of achievement.

## ***ASSESSMENT PRACTICES THAT INHIBIT LEARNING...***

Many assessment practices used in the traditional educational system will inhibit learning in the performance-based system. Examples of these are:

- Failing to match testing to teaching.
- Suggesting that success is unlikely. Students are not likely to strive for targets that they already know are unattainable to them.
- Not making expectations or outcomes clear to the learner prior to the assessment.
- Giving students only one opportunity to show learning. Learners may need substantial teaching, practice and feedback before the product is evaluated.
- Penalizing students for taking risks.
- Allowing low scores early in the learning process to continually penalize the learner.
- Inconsistent grading criteria.

## ***GRADING & ASSESSMENT GUIDELINES***

### ***ACADEMIC DISHONESTY***

Academic dishonesty will not be condoned and will be dealt with by using age-appropriate behavioral consequences rather than by using academic consequences.

- Building committees develop clearly defined, age-appropriate consequences for academic dishonesty as well as a clearly defined appeal process for offenders.
- All teachers will report instances of academic dishonesty to the building principal.
- Behavioral consequences will be administered by the building principal.
- Behavioral consequences will be clearly communicated to parents.
- To promote academic integrity, offenders must complete alternative work in order to demonstrate learning, as defined by the classroom teacher.
- Grades will be based on academic achievement only.

### ***ASSESSMENT AND REASSESSMENT***

Any reassessment is intended to provide an additional opportunity to demonstrate understanding and shall not be used solely for the purpose of bringing up a student's grade.

- The student, in conjunction with the teacher, must develop and share a plan for additional learning in order to earn the right to be reassessed for full credit.
- In order for a student to have the opportunity to reassess summative assessments, related homework and formative assessments must have been completed on time according to district attendance policy.
- The student must schedule reassessments with the classroom teacher and must take the reassessment within six (6) class periods from when the graded assessment is returned.
- In class summative speeches, presentations, and performances must be completed on time and are not eligible for reassessment.
- Assessments given within the last ten school days (excluding exams at the secondary level) will not be eligible for reassessment.
- Semester and final exams for high school level courses cannot be reassessed.
- If a student is unexcused on the day of a semester or final exam, the student will receive a failing grade on the exam.
- The student must play a key role in his or her success.

### ***COOPERATIVE LEARNING***

Because each report card is representative of an individual student, assignments completed through cooperative learning must reflect the same.

- All grades must reflect the achievement of the individual student. Therefore, no group grades may be assigned.
- If cooperative skills are evaluated, they will not be reported in conjunction with academic achievement.

### ***DETERMINING STUDENT GRADES***

The meaning of grades, whether letters or numbers, will be derived from clearly defined descriptions of performance standards.

- A variety of measures of central tendency (not always mean) will be used to the student's benefit in the decision-making process for assigning grades.
- The teacher will not allow outliers (extremes in scoring) to skew the true picture of student achievement, instead using multiple measures of central tendency in conjunction with professional judgment to assemble a true picture of student performance.
- If a grade of "I" (Incomplete) is assigned, a student will have two weeks to submit the missing assignments, and the teacher will have until the pre-determined building deadline for submitting grades in order to grade this work.



- Teachers will not use zeroes in grade determination, as punishment, or when evidence of learning is missing. Instead, the teacher will reassess to determine true level of achievement or record an “I” for INCOMPLETE.
- If there is insufficient evidence for grade determination, the student will receive a grade of “I.”
- The process for a student to recover from a grade of “I” will be clearly defined by the district. *\*\*See Appendix C -- Incompletes*
- Zeroes do not allow the classroom teacher to measure the learning that is taking place.

#### ***Guidelines for Balancing Formative and Summative Assessment –***

Ultimately, it is the goal of the district that grades in K-12 will be based on summative assessments only. Until that time, teachers of grades 6-12 will again be afforded the opportunity to balance formative and summative assessments as we transition to this district-wide policy. In order to help strike an appropriate balance between the two categories 1) Lesson Practice, Homework, & Progress Checks and 2) Unit and Course/Grade Level Assessments & Performance Tasks – all 6-12 Urbana City Schools teachers may utilize the scores collected in their grade books to determine student grades according to the chart below. This 80%--20% or 90%--10% balance reflects the district’s emphasis on assigning periodic grades (interim and quarterly) utilizing mainly summative types of evidence. Of course, this should not stifle those junior high and high school classroom teachers who are now ready to implement a grading and assessment system that relies solely upon summative assessment for the purpose of reporting student academic achievement.

Teachers need to limit the energy and time devoted to chasing down missed practice in order to focus heavily on designing and using **major assessments and performances tasks per quarter**. The body of evidence for all unit and course/grade level assessments & performance tasks should reflect a variety of relevant and meaningful assessments and tasks, each of which directly measures the content standards. An alternative assessment or task may be used to provide second chances and minimize cheating.

The **appropriate role of daily practice** is to develop knowledge and skills effectively and efficiently through repetition and feedback that is accurate, helpful, and timely; it is not to provide grading opportunities. It is also critical that teachers communicate to students the important relationship between practice -- both guided and independent practice – and performing well on assessments and performances tasks.

| Unit and Course/Grade Level Assessments & Performance Tasks   | Lesson Practice & Progress Checks   |
|---|---|
| <p><b>Major Assessments OF Learning</b></p> <p><u>Multiple</u> measures of understanding and use of knowledge</p> <p><b>NO LESS than 80% of final grade</b></p> <ul style="list-style-type: none"> <li>• Unit assessments and also mid-unit assessments for long units, which measure content standards</li> <li>• Major performance tasks -- mainly products, performances, and projects (e.g., essays; artwork; visual representations; models; multimedia; oral presentations; lab experiences; live or recorded performances)</li> <li>• Common summative assessments, which measure</li> </ul> | <p><b>Assessment FOR Learning</b></p> <p><b>NO MORE than 20% of final grade</b></p> <ul style="list-style-type: none"> <li>• Independent practice on daily work (daily assignments and homework)</li> <li>• Brief progress checks (e.g., short quizzes over multiple lessons; reviews or warm-ups)</li> </ul> |

***DIFFERENTIATED AND FAIR ASSESSMENT***

Quality assessment requires a variety of methods for students to demonstrate their learning.

- Measures include, but are not limited to, product, observation, and communication to substantiate student achievement and academic performance.
- Because students have varied learning styles, assessment methods selected by teachers must reflect this as much as possible.

***EVALUATING STUDENT WORK***

Formative and summative assessment are both valuable, are not interchangeable, and each serve their own purpose.

**Formative assessment** will be used to check for understanding during the learning process. **Summative assessment** will be used to assess mastery.

- Student work that is **formative** in nature will not be included in student grades K-5, but it will provide students with descriptive feedback.
- **Formative** work is part of the learning process, and students will not be penalized in grade K-5 for mistakes made during this process.
- Student work that is **summative** in nature will be graded in order to measure mastery of standards.
- Both **formative** and **summative** performance will be accurately tracked by the classroom teacher.
- It is paramount that teachers grade the achievement, not the work.
- All students will have the opportunity to learn in a “penalty-free zone.”

**\*\*See *Appendix D – Evaluating Student Work***

*General Performance Level Descriptors*

*Using Evidence for Scoring*

*Professional Judgment*

*Feedback*

***EXTRA CREDIT***

Neither extra credit nor bonus points will be awarded in Urbana City Schools.

- Extra credit and bonus points distort measurement of student achievement on standards.
- In lieu of extra credit or bonus points, teachers will provide multiple opportunities for students to demonstrate mastery of academic content standards through classroom assessments.
- Activities such as bringing school supplies, obtaining parent signatures, merely attending an event, or completing any task unrelated to achieving mastery of a standard do not meet district guidelines.

***HOMEWORK***

All homework will be risk-free and will not be used in determining interim/report card grades in grade K-5. In grades 6-12, homework may be used to account for no more than 20% of a student's grade.

- Student performance on homework will be used as a tool to guide classroom instruction.
- For long-term projects students will receive comments throughout the process in order to facilitate successful completion of the end product (summative).
- Assignments that are summative in nature, such as lab reports, processed papers, and projects, may require time at home to complete, but are not considered homework.

## ***LATE ASSIGNMENTS***

Students are required to submit their work on the teacher-determined due date.

- Practices will be established and implemented related to supporting students in meeting deadlines.
- Firm due dates for summative assignments will be communicated by the teacher in advance, based upon reporting schedules and when work is handed back to students.
- Extensions for submission of assignments will be based upon individual circumstances.
- Rather than focusing on consequences, we will focus on creating a culture of responsibility.
- If a student has not submitted required work by the due date, escalating consequences may include:
  - Student/teacher discussion
  - Teacher calls parent/guardian
  - Contract is established between the teacher and the student
  - Student develops a plan to address the situation (may involve required make-up work or time outside the school day, which the student must arrange with the teacher)
  - If contract is broken, student meets with principal/designee
  - In the event of habitual violations, at the discretion of the building administrator, the student may become ineligible for co- and extra-curricular commitments until work is completed
  - For summative tasks that are essential to determining a student's grade, the student may be required to attend compulsory work session(s) at a time determined by the teacher or principal/designee.
  - When a student fails to complete essential summative tasks, established consequences, including a contract between the teacher and student, will be implemented. The student will be given a maximum of three (3) class periods to complete and turn in late work. Teachers may allow more than three class periods if they feel it is in the best interests of the student.

## ***MAINTAINING GRADE BOOKS BY CATEGORY/ASSESSMENT FORMAT/STANDARDS***

Grade books will be organized in a manner that reflects standards-based student achievement.

- K-5 Standards-based reporting will be a direct result of standards-based instruction and assessment.
- Parents will have the opportunity to see both strengths and weaknesses in student performance.
- Neither student behavior nor attendance will be considered a measure of academic achievement.

## ***MISSED WORK DUE TO ABSENCE***

Students will obtain work missed due to absence from the teacher or from a classmate.

- While the teacher is responsible for providing necessary materials, it is incumbent upon the student to get these materials.
- Students are allowed one day make up time for each day of absence. If they do not meet this deadline, the work falls under the category LATE ASSIGNMENTS. Extenuating circumstances will be addressed by the building administrator.
- If work is considered important for students to complete, they must have adequate time to complete it.

## ***STUDENT OWNERSHIP***

Teachers will provide frequent opportunities for students to engage in self- and peer-assessment as well as goal-setting in the classroom.

- When used age-appropriately, the use of self- and peer-assessment and goal-setting increases student achievement and encourages student engagement and positive attitudes toward learning.

## **GLOSSARY OF GRADING & ASSESSMENT TERMS**

|                                     |   |
|-------------------------------------|---|
| <b><i>Achievement</i></b>           | Demonstration of student performance measured against specific criteria (performance standards).  |
| <b><i>Assessment</i></b>            | Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement.   |
| <b><i>Authentic Assessment</i></b>  | Assessment tasks in which students demonstrate their knowledge and skills in ways that resemble “real life” as closely as possible.   |
| <b><i>Common Assessment</i></b>     | Assessment that is administered in the same way across multiple classrooms  |
| <b><i>Content Standards</i></b>     | What students are expected to know and be able to do.   |
| <b><i>Criteria</i></b>              | Characteristics or dimensions of student performance.   |
| <b><i>Criterion-Referenced</i></b>  | Assessment of students’ success in meeting stated expectations or standards.  |
| <b><i>Descriptive Feedback</i></b>  | Information provided to students to tell them about their learning (what is working, what needs to change...) Students should use this information to adjust their practices in order to improve learning and to learn from their errors. Descriptive feedback should be in comparison to models, exemplars, samples, descriptions, or criteria. It should refer to the work or the performance, not the student. |
| <b><i>Diagnostic Assessment</i></b> | Assessment usually carried out prior to instruction that is designed to determine a student’s attitude, skills, or knowledge to identify specific student needs.  |
| <b><i>Evaluation</i></b>            | Making judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating student achievement.  |
| <b><i>Exemplars</i></b>             | Work samples that demonstrate specific levels of performance.   |
| <b><i>Formative Assessment</i></b>  | The gathering of information during the learning process. This information/data are used to provide direction for improvement and adjustment, often given in the form of descriptive feedback. Teachers record or track formative assessment in order to support decisions regarding instruction. Formative assessment data should not be used in the determination of interim or report card grades.             |
| <b><i>Grade</i></b>                 | The number, letter, or level reported at the end of a period of time as a summary statement of student achievement.   |
| <b><i>Growth</i></b>                | Improvement by an individual relative to prior performance.   |
| <b><i>Incomplete</i></b>            | Grade assigned due to missing work and/or insufficient evidence of learning.  |
| <b><i>Learning Target</i></b>       | An observable result demonstrated by a student’s knowledge, skills, or behavior.  |
| <b><i>Mark</i></b>                  | The “score” (number, letter, or performance level) given on any single test or performance.   |

|  |  |
|--|--|
| <b><i>Outlier</i></b>                  | A score that is significantly different from the overall body of evidence.   |
| <b><i>Peer Assessment</i></b>          | A reflective practice in which students make observations about their peers' performances relative to expectations or specific criteria.   |
| <b><i>Performance Assessment</i></b>   | Assessment that relies on observation of a student's performance or the product of a performance requiring students to demonstrate directly the specific skills and knowledge being assessed.  |
| <b><i>Performance Standards</i></b>    | How well students are expected to demonstrate knowledge and skill.   |
| <b><i>Portfolio</i></b>                | A purposeful, integrated collection of student work that tells the story of the student's progress and achievement of standards in a given area.   |
| <b><i>Progress</i></b>                 | Improvement by an individual relative to a goal or standard.   |
| <b><i>Rubric</i></b>                   | A set of guidelines for assigning scores and providing feedback. A solid rubric provides clear descriptions for all criteria being assessed and shows a range of performance from low to exemplary.                                    |
| <b><i>Score</i></b>                    | The number (or letter) assigned to any student assessment or performance.  |
| <b><i>Standard</i></b>                 | Statement that describes what and/or how well students are expected to understand and perform  |
| <b><i>Standardized Assessments</i></b> | Assessments that are administered and scored in exactly the same way for all students.   |
| <b><i>Standards-Based</i></b>          | Instruction and assessment targeted at established content standards and designed to reveal what a student knows and is able to do..   |
| <b><i>Summative Assessment</i></b>     | The gathering of data and information to inform stakeholders about the extent of student achievement relative to the expectations of a unit or course of study. Interim and report card grades are based on summative assessment data. |

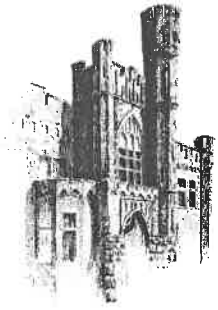
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*Appendix A*  
*Academic Dishonesty Policies*





# Urbana City Schools

## *Academic Dishonesty Policy K-3*

### *North and South Elementary*

In an effort to prevent academic dishonesty, students will be required to use folders/cardboard dividers and/or be seated separately during formal assessments.

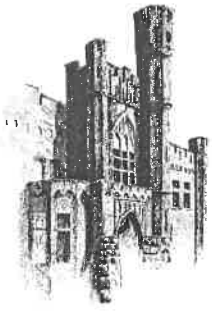
In the event of academic dishonesty, the following procedures will be followed:

1<sup>st</sup> occurrence – student/teacher discussion

Behavioral consequence – student reassesses during recess or during another time determined by the classroom teacher

2<sup>nd</sup> occurrence – student calls home to inform parent → student/principal discussion

Behavioral consequence – students reassesses during recess or during another time determined by the classroom teacher  
loss of privileges (e.g., recess, assembly, etc.)



# Urbana City Schools

## *Academic Dishonesty Policy 4-5*

### *East Elementary*

In an effort to prevent academic dishonesty, students will be encouraged to use folders/cardboard dividers and/or be seated separately during all assessments.

In the event of academic dishonesty, the following procedures will be followed:

The level of academic dishonesty is determined by the administration and is based on the number of incidents and the seriousness of the offense. The assignment to Level 1 may occur only on a first incident of academic dishonesty during the student's East Elementary career. If other incidents occur, students may be assigned to Level II and/or III automatically.

#### **Level I:**

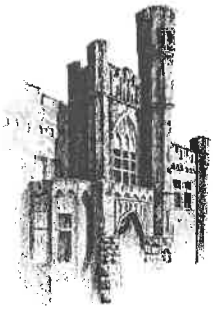
- Teacher notification to the office
- Parent Notification from the office
- Notification to staff
- If a paper/pencil assessment, then assigned to office immediately to complete assessment by giving student a new paper/pencil assessment with integrity.
- If an extended project/paper, then student must follow the reassessment policy of the teacher.
- Lunch detention for 5 school days. Length of time may be extended until all consequences have been completed.
- Academic probation for four (4) weeks- includes removal from Student Council, Hand Chimes/Show Choir, Hillclimber Helpers and all other positions of honor/responsibility.
- No quarterly reward for that quarter
- One after school detention

#### **Level II:**

- Teacher notification to the office
- Parent Notification from the office
- Notification to staff
- If a paper/pencil assessment, then assigned to office immediately to complete assessment by giving student a new paper/pencil assessment with integrity. If an extended project/paper, then student must follow the reassessment policy of the teacher.
- Lunch detention for 5 school days. Length of time may be extended until all consequences have been completed.
- Academic probation for nine (9) weeks- includes removal from Student Council, Hand Chimes/Show Choir, Hillclimber Helpers and all other positions of honor/responsibility.
- No quarterly reward for that quarter
- Two after school detentions
- One day of Out of School Suspension

**Level III:**

- Teacher notification to the office
- Parent Notification from the office
- Notification to staff
- If a paper/pencil assessment, then assigned to office immediately to complete assessment by giving student a new paper/pencil assessment with integrity.
- If an extended project/paper, then student must follow the reassessment policy of the teacher.
- Lunch detention for 5 school days. Length of time may be extended until all consequences have been completed.
- Academic probation for eighteen (18) weeks- includes removal from Student Council, Hand Chimes/Show Choir, Hillclimber Helpers and all other positions of honor/responsibility.
- No quarterly reward for that quarter
- Three days of after school detention
- 3 days of Out of School Suspension



# Urbana City Schools

## *Academic Dishonesty Policy 6-8*

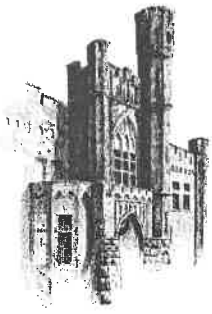
### *Urbana Junior High School*

In the event of academic dishonesty, the following procedures will be followed:

The level of academic dishonesty is determined by the administration and is based on the number of incidents and the seriousness of the offense. The assignment to Level I may occur only on a first incident of academic dishonesty during the student's junior high school career. During subsequent school years, the student will be assigned no lower than Level II.

- Level I:
- \* Teacher Notification to the office
  - \* Parent Notification from office
  - \* If a paper/pencil assessment, then assigned to office immediately to complete assessment by giving student a new paper/pencil assessment with integrity.
  - \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
  - \* Academic Probation for four (4) weeks – includes removal of library/office aide privileges, no Hillclimber Incentive Program (HIP) cardholder privileges, no library privileges beyond going to library for class (unless Specified by teacher), and one (1) Tuesday Night School (TNS). Length of time may be extended until all other consequences have been completed.
  - \* Notification to staff/advisors/coaches – co-curricular and/or extracurricular.
- Level II:
- \* Teacher Notification to the office
  - \* Parent Notification from office
  - \* If a paper/pencil assessment, then assigned to office immediately to complete assessment with integrity.
  - \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
  - \* Academic Probation for nine (9) weeks – includes removal of library/office aide privileges, no HIP cardholder privileges, no library privileges beyond going to library for class (unless specified by teacher), and assignment of one (1) TNS. Length of time may be extended until all other consequences have been completed.
  - \* No end of the year cardholder trips
  - \* Three (3) days of Out of School Suspension or Community Service – five (5) hours at designated locations or at UJHS.
  - \* Notification to staff/advisors/coaches – co-curricular and/or extracurricular.
- Level III:
- \* Teacher Notification to the office.
  - \* Parent Notification from office.
  - \* If a paper/pencil assessment, then assigned to office immediately to complete assessment with integrity.
  - \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
  - \* Academic Probation for eighteen (18) weeks – includes removal of library/office aide privileges, no HIP card holder privileges, no library privileges beyond going to library for class (unless specified by teacher), one (1) TNS, no pool trip or other incentive trips at the end of the year, and no Washington Trip. Length of time may be extended until all other consequences have been completed.
  - \* No end of the year HIP cardholder trips.
  - \* Five (5) days of Out of School Suspension or Community Service – ten (10) hours at designated locations or at UJHS.

\* Notification to staff/advisors/coaches – co-curricular and/or extracurricular.



# Urbana City Schools

## *Academic Dishonesty Policy 9-12*

### *Urbana High School*

In the event of academic dishonesty, the following procedures will be followed:

The level of academic dishonesty is determined by the administration and is based on the number of incidents and the seriousness of the offense. The assignment to Level I may occur only on a first incident of academic dishonesty during the student's high school career. During subsequent school years, the student will be assigned no lower than Level II.

**Level I:**      \* Office/Parent Notification.

- \* If a paper/pencil assessment, then assigned to ALC immediately to complete assessment with integrity.
- \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
- \* Academic Probation for four (4) weeks – includes removal of lunch pass privileges, field trip privileges, and office aide privileges. Length of time may be extended until all other consequences have been completed.
- \* Community Service – ten (10) hours at designated locations or at UHS.
- \* Notification to advisors/coaches – co-curricular and/or extracurricular.

**Level II:**      \* Office/Parent Notification.

- \* If a paper/pencil assessment, then assigned to ALC immediately to complete assessment with integrity.
- \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
- \* Academic Probation for nine (9) weeks – includes removal of lunch pass privileges, field trip privileges, and office aide privileges. Length of time may be extended until all other consequences have been completed.
- \* Community Service – fifteen (15) hours at designated locations or at UHS.
- \* Notification to advisors/coaches – co-curricular and/or extracurricular.
- \* Assignment of two (2) Tuesday Night Schools.

**Level III:**      \* Office/Parent Notification.

- \* If a paper/pencil assessment, then assigned to ALC immediately to complete assessment with integrity.
- \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
- \* Academic Probation for eighteen (18) weeks – includes removal of lunch pass privileges, field trip privileges, and office aide privileges. Length of time may be extended until all other consequences have been completed.
- \* Community Service – twenty (20) hours at designated locations or at UHS.
- \* Notification to advisors/coaches – co-curricular and/or extracurricular.
- \* Two (2) days of Out-of-School Suspension.

- Level IV:
- \* Office/Parent Notification.
  - \* If a paper/pencil assessment, then assigned to ALC immediately to complete assessment with integrity.
  - \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
  - \* Academic Probation for eighteen (18) weeks – includes removal of lunch pass privileges, field trip privileges, and office aide privileges. Length of time may be extended until all other consequences have been completed.
  - \* Community Service – twenty (20) hours at designated locations or at UHS.
  - \* Notification to advisors/coaches – co-curricular and/or extracurricular.
  - \* Five (5) days of Out-of-School Suspension.

- Level V:
- \* Office/Parent Notification.
  - \* If a paper/pencil assessment, then assigned to ALC immediately to complete assessment with integrity.
  - \* If an extended project/paper, then student must follow the reassessment policy of the teacher.
  - \* Academic Probation for eighteen (18) weeks – includes removal of lunch pass privileges, field trip privileges, and office aide privileges. May be extended until all other consequences have been completed.
  - \* Community Service – twenty (20) hours at designated locations or at UHS.
  - \* Notification to advisors/coaches – co-curricular and/or extracurricular.
  - \* Ten (10) days of Out-of-School Suspension and Recommendation of Expulsion.

# *Appendix B*

## *Assessment and Reassessment*



## **PURPOSE OF REASSESSMENT**

Reassessment is intended to provide an additional opportunity to demonstrate understanding and shall not be used solely for the purpose of bringing up a student's grade (Grading & Assessment Guidelines p.3). As teachers continue to improve the use of formative assessment to assess students' readiness to take the summative, the need for reassessment will decrease. However, reassessment is intended to provide students with the opportunity to demonstrate understanding and should support student learning and comprehension of the learning targets. Reassessment plans should **encourage** students to increase their understanding of the material in preparation for their reassessment(s).

The practice of providing multiple opportunities does not mean second chances should automatically be given to students for every assessment or performance task. Students must provide evidence that they have completed some type of correctives (e.g., personal study or practice, peer tutoring, study guides, or review classes) before they are allowed second chance opportunities. Any re-teaching, review, or reassessment should be done at a time prearranged with the teacher (O'Connor, 2002, How to Grade for Learning: Linking Grades to Standards, p. 133).

When second chance opportunities are made available, they should be made available to all students who have met the reassessment criteria. A student's score on a reassessment should not be averaged with the original score. Professional judgment should be used in determining the grade that best represents the student's academic achievement. Professional judgment is based on evidence, NOT classroom policy.

## **FREQUENTLY ASKED QUESTIONS ABOUT REASSESSMENT**

*Should every teacher use the same reassessment form?*

Reassessment forms should be catered to meet the needs of the teacher/course/assignment. Individuals teaching the same grade or subject may find it convenient to share a common form, but this is not a requirement.

*Is a parent signature required to reassess?*

No signature is required. However, communication with parents is always encouraged.

*What if the reassessment score is lower than the original score?*

If the reassessment is lower than the original, more evidence of learning is needed to determine a grade - there is not consistent evidence of learning. This is not as big of a concern if teachers are assessing students on only the learning targets with which they struggled. Teachers should use professional judgment in determining which score best represents a student's true level of understanding.

## **STRATEGIES FOR REASSESSMENT PREPARATION**

Guided Practice

One-on-One Instruction / Intervention

Structured Study Time

Peer Tutoring

Review Games

Computer-Based Skill Review

Original Test Corrections

## REASSESSMENT OPTIONS

### *Missed Learning Targets v. All Learning Targets*

Reassessment of missed learning targets is encouraged. Initially, reassessing the students on only the missed learning targets may seem like more work on the part of the teacher, but the reassessment itself should take less time to grade. This option also allows the students to focus on learning the material they did not learn the first time. However, in certain cases, reassessment of the entire assignment may be more appropriate (i.e., vocabulary, multiplication tables, etc).

### *Verbal v. Paper-Pencil*

Verbal reassessment is certainly an option and may be ideal when reassessing only one or two learning targets.

### *Format*

As long as an assessment is measuring the same learning targets, the format used to reassess may be different from the original (i.e., turning multiple choice questions into written response questions, verbal v. paper-based – *see above*).

NOTE: Offering students a choice in the method of reassessment for a given assignment could also be an option.

## WHAT DOES REASSESSMENT LOOK LIKE?

| Sample Situation  | Reassessment that <b>does not support</b> student learning:  | Reassessment that <b>supports</b> student learning:  |
|---|--|--|
| <b>K-5</b>  |  |  |
|   | Giving the exact same assessment.  | Alternate forms of reassessment: taking a multiple-choice test and turning it into a written response (short answer) test.   |
|   | No intervention before reassessment.   | One-on-one review, flash cards, re-teaching in a small group BEFORE giving the reassessment.   |
| <b>6-12</b>   |  |  |
| On a unit test (multiple choice and written response), a student scores poorly, but only misses questions assessing one of the four learning targets covered. | <b>Plan:</b> complete ALL chapter review questions (even those over the material previously understood)<br><b>Reassessment:</b> the same test, or a similar test, administered in its entirety | <b>Plan:</b> correct the missed questions, and complete the chapter review questions related to the missed learning target only<br><b>Reassessment:</b> a written response test covering only the missed learning target |
| On a vocabulary quiz (fill in the blank), a student receives a 15/20.   | <b>Plan/Reassessment:</b> write the definition for each missing word five times on the back of the quiz and turn it back in  | <b>Plan:</b> create flash cards to study the five missed words<br><b>Reassessment:</b> verbal quiz - use each word in a sentence   |

# *Appendix C*

## *Incompletes*

## **ZEROES**

As professionals, we have come to the conclusion that assigning zeroes for grades is no longer an acceptable practice. Therefore, it is expected that teachers will make multiple attempts to intervene with and communicate to students and/or parents about incomplete work. Formative work will be recorded as “missing” in Progress Book. Students will have until the corresponding summative assessment to complete these activities, or the grade will remain “missing.”

If the teacher determines that a particular “missing” assignment is critical for determining a student’s quarter grade, he/she may require completion of the assignment in order to assign a grade that accurately reflects the student’s performance.

Zeroes will not be assigned for unexcused absences. Students in grades K-5 will be required to make up formative and summative assignments essential to determining academic achievement. In order to receive credit for work missed, students in grades 6-12 will be assigned a behavioral consequence that requires the student to invest time missed due to unexcused absence.

Students who are absent due to disciplinary actions (in-school suspension or out-of-school suspension – **expulsion excluded**) will be allowed to earn credit for missed work. All assignments are due, and tests are to be taken the day the student returns to class unless prior approval is granted and previous arrangements are made with teachers. Long-term projects due during the time of the student suspension must be submitted by a parent or representative on or before the predetermined deadline. If work is not turned in or arrangements have not been made, the student may receive a zero on all missed work.

## **WHEN TO GIVE A GRADE OF “I” (INCOMPLETE) AS A QUARTER GRADE**

A student’s quarter/semester grade may be significantly lower for not completing a sufficient number of unit and/or course/grade level assessments & performance tasks, and the teacher may assign an “I” – INCOMPLETE -- when the body of completed work is insufficient to measure mastery of content standards (i.e., there have been three summative assessments over distinct learning targets and the student has completed only one of the three summative assessments). Students must understand that eventually, all grades of “I” must be converted to some type of score, and that if they have failed to show sufficient evidence relative to the content standards, no credit may be appropriate.

If a student is missing a summative assessment that is not critical to the body of evidence necessary for assigning a grade, the teacher should issue the current grade and then submit a grade change if the completion of the assessment improves the quarterly grade. A grade change should also be submitted if a student reassesses and scores at a higher performance level after the teacher has submitted the original quarter grade.

## **PROCESS FOR RECOVERING FROM A GRADE OF “I” (INCOMPLETE) FOR THE QUARTER**

Students will have two (2) weeks (10 school days) after the end of the grading period to recover from an “I” (Incomplete). The student must complete missing assessments and reassessments within the two-week period (10 school days). Teachers will have up to five (5) school days following the two-week period (10 school days) to submit the grade or grade change to the main office. For extreme situations (i.e., documented severe medical condition, death of an immediate family member, etc.) an extension may be granted to the student through agreement of staff and administration. If the student does not complete the required work within the two-week time period (10 school days), a grade of “F” will be submitted to the main office by the teacher.

Students receiving an “I” for the 4<sup>th</sup> quarter grade will have the same period of time, two (2) weeks (10 school days), for completion of assessments, which the teacher will leave with the main office upon checkout for the summer. The student must realize the grading of these assessments will occur at the convenience of the teacher during the summer or upon his/her return in the fall. This two-week period is not available to graduating seniors, due to pre-defined deadlines for certifying completion of requirements prior to the commencement ceremony.

**\*\*Implications related to OHSAA Athletic Eligibility:**

A student’s grade for athletic eligibility is determined by the grade earned by the student as of the end of the grading period and issued by the teacher at the designated reporting time (Verification of grades – typically by the end of the Tuesday following the end of the grading period.) Students must pass five full credit equivalent courses to be eligible for athletics. Incompletes do not count as passing even if they are later converted to a passing grade.

# *Appendix D*

## *Evaluating Student Work*

### GENERAL PERFORMANCE LEVEL DESCRIPTORS

| <b>EXEMPLARY</b>  | <b>PROFICIENT</b>   | <b>DEVELOPING</b>   | <b>BASIC</b>  |
|---|---|---|---|
| <b>GENERAL DESCRIPTION</b><br>Student work that is <b>exemplary</b> demonstrates an advanced degree of difficulty or complexity as specified by the grade-level/course-level standards. | <b>GENERAL DESCRIPTION</b><br>Student work that is <b>proficient</b> demonstrates the difficulty and complexity as specified by the grade-level/course-level standards. | <b>GENERAL DESCRIPTION</b><br>Student work that is <b>developing</b> demonstrates an emerging understanding of or a low level of complexity as specified by the grade-level/course-level standards. | <b>GENERAL DESCRIPTION</b><br>Student work that is <b>basic</b> fails to demonstrate an understanding of the specific grade-level/course-level standards. |

Learners' academic proficiency can also be scored on a 0-4 point scale, or rubric. All scores are determined based on multiple forms of evidence.

### PERFORMANCE LEVEL DESCRIPTORS FOR A FOUR-POINT RUBRIC

| <b>Score</b> | <b>What the Student Knows and is Able to Do</b>  |
|--------------|--|
| 4            | The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge. |
| 3.5          | The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and in-depth inferences and applications with partial success.   |
| 3            | The learner knows all the simple knowledge and skills, and all of the complex knowledge and skills.  |
| 2.5          | The learner knows all the simple knowledge and skills, and some of the complex knowledge and skills.   |
| 2            | The learner knows all of the simple knowledge and skills.  |
| 1.5          | The learner knows some of the simple knowledge and skills, and some of the complex knowledge and skills.   |
| 1            | With help, the learner knows some of the simple knowledge and skills.  |
| .5           | With help, the learner knows a small portion of the simple knowledge and skills.   |
| 0            | Even with help, the learner does not know any of the simple or complex knowledge and skills.   |

A score of 2.0 on a learning target indicates the learner knows all of the simple knowledge and skills related to that learning target. A score of 3.0 on a learning target indicates the learner knows all of the simple and complex knowledge and skills related to that learning target.

Academic and non-academic achievement are scored and reported separately. Non-academic achievement, such as citizenship and behavior, are scored and reported using the Life Long Learning Standards:

Defined Non-Academic Characteristics --

Effort  
Engagement  
Homework/Practice  
Responsibility

Ratings --

4 -- Consistently  
3 -- Frequently/Sometimes  
2 -- Inconsistently  
1 -- Never/Rarely

### **USING EVIDENCE FOR SCORING**

It is important to keep in mind the following guidelines for collecting and evaluating evidence used for scoring. Evidence should:

- reflect a student's most consistent, more recent pattern of performance.
- be selected because of its alignment with outcomes and learning targets.
- reflect informed teacher judgment regarding the quality of student work.
- be strengthened by frequent, collaborative scoring sessions.
- be understood by learners and include opportunities to co-construct evaluation criteria.

### **Examples of Evidence**

Learners demonstrate evidence of learning in multiple assessments and in multiple ways, including different modalities or styles. Anything a learner does, says, or creates could be used as evidence of learning. Evidence may include, but is not limited to:

- Personal Communication (e.g., conferences, learning logs, response journals, oral tests)
- Performance Assessment (e.g., play, poem, essay, research paper, podcast)
- Demonstrations (e.g., debate, reading, recital, retelling, role play)
- Presentations (e.g., live or taped dance, oral presentation, visual presentation, PowerPoint or multimedia presentation)
- Seminars
- Projects
- Portfolios
- Paper/Pencil Tests and Quizzes
- Criterion-referenced observations

### **PROFESSIONAL JUDGMENT**

At the conclusion of the grading period, professional judgment involves consideration of the most appropriate central tendency (mean, median, or mode) and how best to address more recent scores. Professional judgment requires asking the question **"Which grade makes the most sense?"** A teacher's professional judgment is defensible when it is based on the district's established grading practices and principles. Based on evidence and professional judgment, **teachers are expected to assign the most appropriate interim or quarter grade.** Students need to understand that a teacher's



professional judgment, based on the body of evidence, may override their average score and result in either a higher or lower grade.

## **FEEDBACK**

### ***Purpose of Feedback***

Feedback is information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improved learning. Feedback to learners is an essential component of the Cycle of Learning and answers the following questions:

- What can the learner do?
- What is the learner attempting to do?
- What does the learner need next?

Learners use feedback to improve learning, teachers use feedback to improve instruction, and parents use feedback as partners in education.

### ***Qualities of Effective Feedback for Students***

- Feedback that is directly compared to rubric language, models, criteria, samples, and/or student exemplars
- Feedback that is specific, descriptive, and timely (both during and after learning)
- Feedback that directs students to elements of their work (products, processes, or presentations) that meet quality expectations and where they need to learn more to improve their work
- Feedback that is frequent enough so that learners can track their own learning and monitor progress or achievement of the learning targets
- Feedback that is easily understood by students because it relates directly to their learning
- Evaluative feedback that verifies that the learning target has been met, as prefaced for formative assessments

### ***Qualities of Effective Feedback for Teachers***

- Assessments that provide teachers with specific guidance in their efforts to improve the quality of their instruction by helping to identify what they taught well and what may need work
- Assessments that are formative in nature when assessing learning during the cycle of instruction
- Feedback during and after instruction that is used to monitor learning and to adjust instruction accordingly
- Feedback that consists of observations, interactions that check on understanding, evaluation of student work, and formal assessments
- Feedback that allows teachers to provide high-quality intervention, monitor, provide continuous feedback, and reassess to ensure that learners have mastered the knowledge if feedback illustrates that learners have not mastered the learning

### ***Feedback to Parents***

Feedback to parents is an essential component of effective instructional practice in a performance-based system.

Reports to parents should:

- Include positive comments
- Describe progress on specific learning goals or expectations
- Provide specific suggestions on what they can do to help
- Stress parents' role as partners in the learning process

Reporting learning progress to parents can be communicated using a variety of tools:

- electronic reporting system (Parent Internet Viewer)
- notes with report cards
- standardized assessment reports
- weekly/monthly progress reports
- phone calls
- newsletters and/or personal letters
- homework
- evaluated assignments or projects
- portfolios or exhibits
- parent-teacher conferences
- student-led conferences

# *Urbana City Schools Grade Conversion Chart*

**Urbana City Schools Grade Conversion Chart**

| Letter Grade | Percentage Range | Point Value | Point Value Range | Point Increment |
|--------------|------------------|-------------|-------------------|-----------------|
| A            | 100.000          | 4.000       | 4.000             | 4.0             |
|              | 92.500           |             | 3.845             | 3.9             |
| A-           | 92.499           | 3.670       | 3.844             | 3.8             |
|              | 89.500           |             | 3.505             | 3.7             |
| B+           | 89.499           | 3.330       | 3.504             | 3.6             |
|              | 86.500           |             | 3.175             | 3.5             |
| B            | 86.499           | 3.000       | 3.174             | 3.4             |
|              | 82.500           |             | 2.845             | 3.3             |
| B-           | 82.499           | 2.670       | 2.844             | 3.2             |
|              | 79.500           |             | 2.505             | 3.1             |
| C+           | 79.499           | 2.330       | 2.504             | 3.0             |
|              | 76.500           |             | 2.175             | 2.9             |
| C            | 76.499           | 2.000       | 2.174             | 2.8             |
|              | 72.500           |             | 1.845             | 2.7             |
| C-           | 72.499           | 1.670       | 1.844             | 2.6             |
|              | 69.500           |             | 1.505             | 2.5             |
| D+           | 69.499           | 1.330       | 1.504             | 2.4             |
|              | 66.500           |             | 1.175             | 2.3             |
| D            | 66.499           | 1.000       | 1.174             | 2.2             |
|              | 62.500           |             | 0.845             | 2.1             |
| D-           | 62.499           | 0.670       | 0.844             | 2.0             |
|              | 59.500           |             | 0.665             | 1.9             |
| F            | 59.499           | 0.000       | 0.664             | 1.8             |
|              | 0.000            |             | 0.000             | 1.7             |

| Elementary Performance Descriptors | Percentage Range | Point Value Range | Point Increment |
|------------------------------------|------------------|-------------------|-----------------|
| EXEMPLARY                          | 100.00           | 4.00              | 4.0             |
|                                    | 88.70            | 3.50              | 3.9             |
| PROFICIENT                         | 88.69            | 3.49              | 3.8             |
|                                    | 76.50            | 2.18              | 3.7             |
| DEVELOPING                         | 76.49            | 2.17              | 3.6             |
|                                    | 66.50            | 1.18              | 3.5             |
| BASIC                              | 66.49            | 1.17              | 3.4             |
|                                    | 0.00             | 0.00              | 3.3             |

| Elementary PE Performance Descriptors | PE Percentage Range | PE Point Range |
|---------------------------------------|---------------------|----------------|
| ADVANCED 3.00                         | 100.00              | 3.00           |
|                                       | 82.50               | 2.75           |
| PROFICIENT 2.00                       | 82.49               | 2.74           |
|                                       | 66.50               | 1.18           |
| LIMITED 0.00                          | 66.49               | 1.17           |
|                                       | 0.00                | 0.00           |

