



School District of Marshfield Grading Guidelines

As a district, we are responsible for communicating with students, families and the community about student learning in ways that reflect our academic standards and community values. The purpose of the Grading Guidelines is to increase the **consistency, clarity and accuracy** in evaluating and reporting student achievement and personal responsibility. We have established district guidelines for 'what' is evaluated and 'how' it is evaluated at each grade level or within a subject area department. We are confident that the integrity of our instructional programs is strengthened by this initiative, knowing that it will result in higher levels of achievement for all students. Each teacher will develop a grading plan which is approved by the building principal and shared with students and parents.

Expectations for Quality Grading Practices

- Academic Achievement grade based on essential learning targets.
- Personal Responsibility rating based on social and work skills.
- Professional judgment that can be documented.
- Alignment of grading procedures with best practice.

These guidelines reflect current research on grading practices that promote student learning. Ongoing dialogue among professional educators is encouraged to translate these guidelines into reasonable and useful practices at the grade and department level.

The Grading Dilemma

“Imagine if school athletic teams attempted to engage in competitions where neither the coaches nor the officials had a consistent idea of the dimensions of the field or the rules of play. Howls would rise from the students, teachers, and parents about the unfairness of it all, just as they do every time an athletic official makes a ruling that differs from the judgment of the fans. But, these voices of protest are strangely silent when dramatic evidence of inconsistency is presented in the classroom.”

Reeves, 2006

“When grading systems are mathematically flawed (as in the case of zeros and averages), unfair (as in the case of the same performances receiving dramatically different marks from different teachers), and ineffective (as in the case when grades are utterly unrelated to student achievement), the legitimate boundaries by leaders have been violated.”

Reeves, 2006

Learning Targets and Common District Assessments

After identifying essential learning targets, teams develop, administer and analyze data from common assessments to monitor student progress over time.

These should include a variety of both formative and summative assessments.

FORMATIVE refers to assessments **FOR** learning. Formative approaches are the practice attempts that are closely monitored by the teacher to determine if the student is "getting it." The teacher may score and record the work done by the student, but it would not necessarily be included in the final achievement grade. It informs the teacher of where the student is at and what subsequent instructional actions are needed: to move on, reteach or enrich.

SUMMATIVE refers to assessment **OF** learning. Summative activities occur when the teacher has a reasonable expectation that students have learned and are ready to demonstrate or perform the learning that has taken place. This is when it really counts and is included in the achievement grade.

A **Formative** assessment is like the dress rehearsal for a play or a scrimmage for an athletic event.

A **Summative assessment** is like show time! The game has started, so light up the score board because now it counts!

BUT remember, teacher judgment is central to all evaluation decisions since:

“Not everything that counts can be counted and not everything that can be counted counts.”

Professional Best Practice and General Guidelines for Developing Grading Plans

Within grade level and department level teams, staff should come to consensus on grading plans that reflect best practice and district guidelines. Each teacher will submit a grading plan to the building principal for review and approval.

District Requirements

Questionable/Not approved

Evaluate individual performance and grade Student against learning targets

Never mistake activity for achievement.
John Wooden – Coach

Evaluate on non-academic...
i.e. – points for Kleenex, covering book, using pen/pencil, points for bringing food in non-food environment, tardiness, behavior

Evaluate life skills separately from achievement

The principle that the US courts applied in that lowering grades as a disciplinary matter is illegal because it causes academic achievement to be misrepresented.
(O'Connor, 2002, p. 209)

Mixing/averaging effort, social skills, attendance, attitude with academic achievement grades

Grades reflect individual learning

Medians provide more opportunities for success by diminishing the impact of a few stumbles and rewarding hard work. (Wright, 1994)

The median has the greatest impact when performance is highly variable. (O'Connor, 2002, p. 145)

Punitive use of grades/points (removing credit or points already earned), averaging zeros on practice(formative) attempts, group work, over-reliance on zero to punish late work or behavior

Using multiple sources of evidence

If incompletes are used, there must be mechanisms in place that support students and make it possible for them to complete the missing work. (O'Connor, 2002, p. 153)

The consequences for a student who fails to meet a standard is not a low grade but rather the opportunity- indeed, the requirement-to resubmit his or her work. (Reeves, 2000)

Basing quarter/semester grade on one/two assessments. Don't let kids off the hook by giving a zero. Use "I" incomplete to convey that students must do required work. Set reasonable timelines for completion.

Using a variety of summative data to determine grades

What does count for grades are the performances that students give to demonstrate the knowledge, skills and behaviors they have acquired as the result of instruction and practice (O'Connor, 2002, p. 119)

I like this class because there's something different going on all the time. My other classes, it's like peanut butter for lunch every single day. This class, it's like my teacher really knows how to cook. It's like she runs a really good restaurant with a big menu and all. (Comment from a course evaluation written by a 7th grader).

Grading plans are public and published and based on clear descriptions of what students are expected to know and be able to do.

Teachers must make thoughtful changes to their systems for reporting student learning and progress to parents and others. Just as assessment practices need to be authentic, so do reporting practices (Bailey and Guskey, 2001).

Averaging only relevant/similar performances

"Grades based on averaging have meaning only when averaging repeated measures of similar content. Teachers average marks on fractions, word problems, geometry, and addition with marks for attendance, homework, and notebooks-and call it mathematics. In mathematics we teach that you cannot average apples, oranges, and bananas, but we do it in our grade books!" (Canady, workshop, Association for Supervision and Curriculum Development, April 1993)

Using formative assessments to determine grades (practice attempts). Formative grades are recorded and used for feedback but are not included in summative grade. Consider the implications of weighted summative assessments in light of achievement goals. For example, on a 5 point rubric category, is a 3 an (C) or failing grade (66%)? Consider the implications of weighing categories in Skyward. If quiz grades are weighted to account for 30% of the quarter grade, should one 15 point quiz given in a quarter accounts for 30% of the grade?

Changing a grading scale in mid-quarter or any time after it has been presented, Keeping grading criteria 'secret' - not disclosing to students and parents.

Blending multiple averages of dissimilar performances (tests, quizzes, homework, attendance, behavior, group work, etc.) Consider using median or mode to reflect most recent or accurate learning profile. Use rubrics, checklists, criterion referenced tools as well.

Use quality assessments – directly aligned with standards and learning targets.

For knowledge or skills that are in any way cumulative or repetitive, teachers need to look particularly at the more recent information to determine grades. (O'Connor, 2002, p. 126)

Teachers should base grades on the most consistent level of performance, not the whole range of performance. (O'Connor, 2002, p. 130)

Avoid “gotcha” types of assessments. Expectations should be made clear prior to the administration of the assessment.

Discuss and involve students in the assessment, explain grading criteria and provide examples of acceptable and unacceptable performance

As life provides second (and more) chances, so should school. (O'Connor, 2002, p. 131)

We must constantly remind ourselves that the ultimate purpose of education is to have students become self-evaluating. If students graduate from our schools, still dependent on others to tell them when they are adequate, good, or excellent, then we have missed the whole point of what education is about. (Costa and Kallick, 1992)

When students know how they will be assessed, and especially when they have been involved in assessment decisions, the likelihood of student success is increased

Refusing to discuss grades, not giving feedback in a timely manner, changing criteria based on normative results rather than criterion referenced. Enter grades in grade book within two weeks of assessment.

Grading Schedules

All grades (K-12) operate on a 4 quarter schedule; each quarter is 9 weeks in length. Elementary progress reports will be mailed out to parents within the first 6 weeks of the 1st quarter to notify them of their student's current level of performance. During the 2nd, 3rd, and 4th quarters, parents of students who are at risk for failing (earning grades in the D, F, or N range) will receive a progress report. Parents are encouraged to meet with teachers and support staff to develop a learning plan that will result in improvement. Parents of any student may request a progress report for their child, but one will not automatically be sent out during the 2nd, 3rd, 4th quarters. Parents of students in grades 3-12 have electronic access to grades through the Skyward Family Access program, so progress reports will only be mailed home when requested.

Academic Content Areas

Teachers use documented evidence to determine quarterly grades based on specific learning targets. Although factors such as student effort, work habits and behavior are important, they should NOT be directly referenced in the summative evaluation of academic performance. These factors are addressed in the Personal Responsibility section and the comments section.

7-12 Grading Scales

Letter grades reflect achievement and progress against specific learning targets as identified in the district curriculum. The following common grading scale will be used in grades 7-12:

90-100%	A – Advanced	Achievement exceeds grade level expectations
80-89%	B – Proficient	Achievement meets grade level expectations
70-79%	C – Basic	Achievement approaches grade level expectations
60-69%	D – Limited	Achievement is frequently below grade level expectations, intervention needed
<60%	F – Failing	Intervention is mandated to improve performance.
	I – Incomplete	Student must complete required assessments and assignments within time frame indicated by teacher/ principal.

For grades based on percentages, the final grade will be rounded from the tenths place to the nearest whole number. **Formative scores cannot be weighed more than 10% of the total summative grade.** Grading Scales for Honors and Advanced Placement courses at the high school level may vary based on the approved syllabus for the course.

Do to new and revised classroom assessments, the *K-2 Grade Marks* and performance descriptors have changed from previous years. The intent is to provide better communication to parents and guardians.

K-2 Grading Scales The following marks will be used in each academic category:

Grade Marks	Using curriculum based assessments, developmental/ skill checklists and teacher observations, the student:
A- Advanced Exceeds Standards	Your child has advanced to higher-level understanding and demonstration of the concept or skill independently and consistently. He or she can clearly explain their thinking and the process in completing tasks.
P- Proficient Meets Standards	Your child understands and demonstrates the <u>grade level</u> concept or skill independently and consistently.

B- Basic Progressing on Standards	Your child is approaching an understanding of the concept or skill and needs some teacher guidance in completing tasks.
M- Minimal Minimal Progress	Your child is beginning to understand and demonstrate the concept or skill, but needs a great amount of teacher support to work through tasks.

Art, Music and Physical Education

Students in Kindergarten, 1st and 2nd grade will receive grades in these areas after 2nd and 4th quarters; students in grades 3-6 will receive quarterly art grades.

3-6 Grading Scales

Grade Scale

Proficiency Level Descriptors

A Advanced	Demonstrates excellent or advanced achievement of the learning targets. 90-100% and 3.5-4.0 rubric average	The Student: <ul style="list-style-type: none"> consistently demonstrates excellent achievement of the learning targets. shows an in-depth understanding of concepts and skills and applies critical thinking skills. makes insightful connections to other ideas and concepts. grasps, applies, and extends the key concepts and skills beyond grade level expectations.
B Highly Proficient	Demonstrates strong achievement of the learning targets. 80-89% and 2.8-3.4 rubric average	The Student: <ul style="list-style-type: none"> demonstrates strong achievement of the learning targets. shows a solid understanding of concepts and skills and applies critical thinking skills. uses appropriate strategies to solve problems. grasps and applies the key concepts and skills for the grade level.
C Proficient	Demonstrates acceptable achievement of the learning targets. 70-79% 2.0-2.7 rubric average	The Student: <ul style="list-style-type: none"> demonstrates satisfactory achievement of basic learning targets. shows partial understanding of the concepts and skills. is beginning to grasp and apply the key concepts and skills for the grade level. attempts to use strategies to solve problems
N Not Yet Proficient, Not Passing	Does not demonstrate acceptable achievement of the learning targets or provides insufficient evidence. 69% or lower and	The Student: <ul style="list-style-type: none"> demonstrates unacceptable or insufficient achievement of the learning targets or provides no evidence. Is not passing unit requirements needs additional learning opportunities to achieve even a partial understanding of learning targets.

	1.9 -0 rubric average	<ul style="list-style-type: none"> has difficulty grasping the key concepts and skills for the grade level. Must have targeted intervention.
I Incomplete, Insufficient Evidence	Missing or incomplete assignments – temporary mark	<p>The Student:</p> <ul style="list-style-type: none"> demonstrates highly variable performance is missing key summative assignments or assessments experienced a significant life event that limited opportunities to complete work in the given time frame for the quarter has 2-3 weeks to complete work

Personal Responsibility: Social and Work Skills

These areas reflect the characteristics of learners who are motivated, respectful, hard-working and cooperative. They are essential for life-long learning and do not exist in isolation but should be an integral part of the school culture as demonstrated in daily interactions. The District Grading Guidelines require Personal Responsibility Grades to be separate from academic grades due to the importance of communicating student growth in this area to parents.

SOCIAL SKILLS

- *Respects others and property
- *Takes responsibility for own actions
- *Seeks positive solutions to problems
- *Practices self-control

WORK SKILLS

- *Organized and prepared for class
- *Follows directions and participates
- *Pays attention
- *Completes tasks - uses time wisely
- *Displays effort to produce quality work

Performance Levels

1 – Exemplary in this area. Student shows this quality with words and actions *without reminders* and is a *highly productive* member of the class.

2 – Doing Well in this area. Student shows this quality with words and actions *most of the time*.

3 – Needs Improvement in this area. Frequent *reminders* and *redirection* are needed.

In order to effectively assess these necessary pre-requisites to learning, it is important to address a number of factors:

Do

1. Be explicit about the characteristics you are assessing and provide a rubric.
2. Teach the characteristics. Simply expecting the students to know what you want, or assuming the students learned what you want in a previous grade or class is not sufficient.

3. Give assessments no less than 5 times per quarter to allow for skill development between assessments.
4. Expect students to self-assess and compare with teacher assessments for feedback to improve or maintain performance. Teacher ratings will be used for quarterly reporting.
5. Use median or mode for determining the final performance level.
6. Be prepared to produce data that supports the rubric marks.

Don't

1. Use the assessment in a punitive manner.
2. Assess meaningless items that are not relevant to student learning.
 - a. Examples: Did not bring a red pen, did not cover book, did not bring Kleenex for the class
3. Assess without the rubric.
4. Use an average.

Attendance

For teachers using Skyward Standards Based Grading, attendance will be automatically generated when the reports are completed. For those not using Skyward Grading, this information is available through the front office. Attendance should not be factored into the summative grade.

Grading Guidelines for Students with Special Needs

Special education grading practices must be clearly identified in the IEP, explicitly noting how progress against the general curriculum will be evaluated and recorded on the district report card and the quarterly IEP report card. The use of specialized marks on the standard report card that identify a student's disability is prohibited. Alternate names for courses that address modified curriculum may be considered but should be done in consultation with the Director of Pupil Services and the Director of Instruction. In general, grading should follow these principles:

1. Be clear on the purpose of grading:
To provide an accurate reflection of what the student has learned and to communicate this to parents and students.
2. Specify the learning targets and behaviors:
 - identify high priority general curriculum learning targets
 - describe the impact of the disability on learning targets
 - craft IEP goals and objectives to align with curriculum, including personal responsibility behaviors
3. Identify appropriate accommodations or modifications in IEP:
 - Accommodations: identify high priority outcomes for grade/course including type and quality of work, timelines for completion of guidelines for evaluation. Give rationale (including those for testing and assessment) for why accommodations are necessary. Identify instructional strategies that will lessen long term impact of disability. Grades are based on general education scale and given by classroom teacher in consultation with specialist.

- Modifications: due to significant and/or multiple delays in skills, the student needs alternate curriculum.
Provide explicit description of assessment and progress monitoring procedures. Grades are based on level of instruction in alternate courses and given by specialist.

Comments

These sections are designed for teacher, student (as appropriate) and parent (optional) to comment on the student's progress. Teacher comments should give more insight into the status ratings and recommended actions. Each quarter a new student/parent comment page must be included with the report card.

Attachments to the Report Card

If accommodations in the grading were made based on a Personal Learning Plan, additional information may be added to the report card such as a narrative, checklists and/or assessment data.

Classroom teachers also may attach information to support the evaluation, such as a curriculum map, portfolio or list of expectations. It is important to remember that attachments will not be archived in the Skyward system. Only what is input into Skyward will be archived. Paper copies of report cards and progress reports must be filed in the student cumulative file at the end of the school year or earlier if the student leaves the district.

Incompletes on Summative Work **Grades 3-6**

Incompletes on summative work must be made up within 10 school days of the due date. In the event of excused absences, the 10 days to make up the work will start on the 1st day that the student returns to school. For 4th, 5th, 6th graders, temporarily allow Skyward Grade book to average missing assignments as zeros to reflect the potential grade consequences. Special code "I" will average as 0% until the score is changed. Only use special code "I" or "O" for summative assignments. If a student refuses to complete summative tasks, administrative involvement is warranted to determine subsequent interventions and consequences for the student. Parents will be notified of this.

What We Will Do:

- ☑ Clearly communicate work expectations and due dates to students on summative work.
- ☑ Contact parents via the assignment notebook, email, mail, and/or phone call once the assignment's due date has passed.
- ☑ Mobilize interventions for missing work (i.e. recess study hall, IS staff, teacher assistants, extended school day, parent/student meeting with administration if requested, referral to YouthNet when applicable, study hall if available, and volunteer tutors).

What We Will Not Do:

- ✗ **Don't** assume parents are aware of the student's grade situation via Skyward alone.
- ✗ **Don't** rely on Skyward alone as a means of parent communication.
- ✗ **Don't** pull students from Physical Education, Music, or Art unless you have approval from the teacher.
- ✗ **Don't** give incompletes for formative assessments.

Incompletes on Quarter Grades **Grades 7-12**

Policy for making up Quarter Grade Incompletes

1. Incompletes for summative work must be made up within 5 school days of the quarter grade posting. Beyond the 5th school day after quarter grades have been posted, a zero may be given for the missing summative work and averaged into the final quarter grade after consultation with CRC staff and/or administration. This may or may not result in an F grade for the quarter depending on the other grades.
2. No incompletes will be carried over the summer unless a student has extenuating circumstances such as: verified illness of student, death in the family, crisis situation etc. In these cases, the teacher will consult with administration and guidance to make the decision to carry an "I" over the summer. Teachers will then grade the work in the fall and post the new grade.

Teacher Grading Protocols

Teachers will:

1. Contact parents via email, mail, or phone call prior to a failing Quarter or Semester grade being posted. **Do not assume parents are aware of a student's failing grade via Skyward alone.**
2. Mobilize /Initiate interventions early in the quarter for missing work. Do not wait until the end of the quarter to intervene for struggling students.
3. Change the grade immediately/as soon as possible upon the student making up the missed summative assessments.
4. Temporarily allow Skyward Grade book to average all missing assignments as zeros to reflect the potential grade consequence. Special Code "I" or Special Code "M" will average as 0% until a score is entered.
5. Use Incomplete, Special Code "I", in the Skyward grade book only for essential summative assignments.
6. Use Missing, Special Code "M", in the grade book for formative assignments only.
**These special codes are located in the Teachers' Skyward Grade book in the Drop Down Menu. Options given are: Missing, Incomplete or No Count.*
7. Use the "No Count" option to communicate missing expectations not appropriate for grading such as: lab fees, book covers, parent signature letters, field trip permissions, IEP accommodations, etc. Administration can answer questions regarding appropriate use of this code.

Summative Re-take Do's and Don'ts

What We Will Do:

- ☑ Do align all assessments to clear learning targets for the unit.
- ☑ Do communicate the learning targets to students.
- ☑ Do provide multiple formative assessment activities for students with timely feedback.
- ☑ Do share summative results with students in a timely manner.
- ☑ Do expect all students to reach at least 70%. Scores under 70% require a re-take. If rubrics are used in place of percentages, expect all students to earn a passing score or to meet the benchmark. Scores under this mark require additional work by the student until the benchmark is met.
- ☑ Do provide targeted feedback to students, particularly those who do not meet the benchmark.
- ☑ Do give additional opportunities to practice skills on learning targets not yet mastered. This may be through brief tutoring, referrals to resource staff, practice activities, examples, and short conferences with the student.
- ☑ Do require the re-take within 5 days. Use professional judgment to determine if this time should be extended. Generally, the more time that lapses, the greater likelihood that the learner will get further behind and not benefit from re-takes.
- ☑ Do adjust the learner's summative assessment score after the re-take. The initial grade may be kept so the teacher has a record of it, but it should not be counted in the final average or calculation. After a student demonstrates mastery of the learning targets that were reassessed, the grade is recorded as 70% or the passing score if rubrics are used.
- ☑ Do contact parents and support staff when a student continues to struggle in making the 70% or passing score using rubrics. Students who have a pattern of re-takes are seriously at risk and require an intervention plan.
- ☑ Do make peace with the fact that there may be less data points or evidence to use in calculating summative grades. The validity of these summative assessments is greater if formative assessments are used consistently and directly align with subsequent summative tasks.

What We Will Not Do:

- ✘ **Don't** give re-takes if students score at or above 70% or the passing rubric **UNLESS**:
 - All or a majority of students performed poorly (indicating a potentially confusing assessment or that the learning was not well established before the test).
 - You were surprised with the results of a particular student who previously demonstrated mastery on the learning targets.
 - It is allowed through the student's IEP or Personal Learning Plan.

- ✘ **Don't** give a retake without specific, targeted, and timely remediation.

- ✘ **Don't** require students to automatically re-take the entire test. Use professional judgment to determine the methods of assessment that are sufficient in allowing new evidence to replace old.

- ✘ **Don't** require 100% proficiency from every student **UNLESS** it is an assessment for safety. 100% proficiency expectation should be approved by your building administrator.

- ✘ **Don't** allow multiple re-take opportunities. One re-take after appropriate remediation relative to specific learning targets is expected. A pattern of re takes signals the need for an intervention plan.

- ✘ **Don't** overdo the number of summative assessments in a quarter. Generally speaking, 6-12 is a sufficient range. (At the high end of this range, students would be spending more than 25% of instructional time taking tests.) Effective use of formative assessments is directly related to higher levels of achievement compared to giving summative tests alone.

Re-Take Summary: Effective use of formative assessments will greatly reduce the need for re-takes on summative assessments. Formative checks and quizzes give learners feedback as to their level of understanding and readiness for the summative assessment. The formative checks help the learner (and Teacher) determine progress on the learning targets but are not part of the final quarter grade.

The key idea for Summative Re Takes is that the teacher analyzes student errors on the summative assessment, re-teaches and then requires the student to perform the targeted skills or knowledge within a short period of time. The student must clearly understand the evaluation criteria, so the teacher must be provide this information at the beginning of a unit. "You will need to correctly do these 5 problems to pass." Or "You will need to write a summary paragraph with a clear topic sentence and 3 supporting details that explains how the character changed as a result of the tragedy. You will be evaluated on organization, ideas and conventions using the 6 traits rubric. You will need to score at least a 2 in each area."

Teachers should avoid putting additional percentages on the re-takes. Target the error(s), explain and model corrections to the student, and then require them to do it. Under rare circumstances should an entire test have to be re-taken. Refer for additional intervention support if a student demonstrates a pattern of re takes despite the effective use of formative assessments.

7-12 Clarification

December 16, 2015

The following information serves the purpose of clarification to promote consistency in grading procedures in grades 7-12. All concepts are aligned with the current School District of Marshfield Grading Guidelines.

Formative assessments monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and students to improve their learning.

Summative assessments evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.

1. A minimum of two formative assessments must be given and scored with students earning over **70%** before the student may take the summative.

Rationale: In order for a student to take a summative assessment a teacher must have reasonable confidence that a student has understanding of the material being assessed.

2. Students who are absent (excused), have **five days to take the summative exam or turn in a summative project they missed due to their absence.** On the 5th day the student *may* be given up to 70% for taking it late and may be given an alternate assessment for taking it late as well. They have also forfeited their retake possibility if all 5 days are used. If the test is not complete or project not turned in a student *may* earn a zero. It is recommended to use class time on that 5th day to finish whatever the student can to avoid a zero.

Rationale: When a student is absent the class does not stop. An absent student should make any missed work as soon as possible – 5 days being the most. This is done to ensure the student catches up to their classmates upon returning from an excused absence and is making up work that will lead to greater success on the concepts the class is currently exploring. Extended illness or other mitigating circumstances may be grounds for more time allowed to make up missing work.

3. Students who **do not pass a summative at 70% need to retake the summative**, and this needs to be done within the 5 days of the summative. Students may or may not earn more or less than 70%.

Rationale: Anytime a student is retaking a summative assessment their class is still moving forward through the curriculum. To allow the distraction of remediating a concept beyond 5 days may interfere with the students' success.

4. Teachers need to do all they can to enter grades in Skyward the same day they hand back summative work to students. Students who do not take advantage of the retake should be noted in Skyward.

Rationale: Our students and parents care about grades. They deserve to have the most accurate and up to date information possible. Parents should also be able to see if their student has to not take advantage of the retake opportunity.

5. Teachers need to contact parents/guardians and guidance after multiple retakes have occurred, especially early in the year, and determine if the student is in the right class.

Rationale: If a retake is necessary after each summative assessment it is an indicator that possibly the student has been placed in a class that is beyond their current skill level. Teacher, parent and a guidance counselor should communicate to see if the student's placement should be changed.

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