

2017-2018 Assessment Policy, Practices, and FAQ

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Rationale

Why are we making the shift to Standards Based Grading?

The goal of standards based grading is to ensure that grades accurately reflect what students truly know and can do. With this system, students will be graded solely on their performance on assessments and assignments. Each unit students will be given a list of standards and objectives they need to master, along with rubrics that define what mastery looks like for each standard and objective. This allows for grading consistency throughout the school. Standards based grading promotes a shift from adding up points throughout a semester to a focus on what material and skills students have mastered in a course.

Common Policies and Practices

What does summative, checkpoints, and practice work mean?

- Practice work (a.k.a. homework, in-class practice) is intentional practice designed to prepare students for demonstrating mastery of content.
- Students who have not shown mastery of course content or skills are required to do the practice work.
- Checkpoints inform a teacher in his/her practice. Results tell a teacher how he/she needs to adjust instruction so that all students demonstrate mastery.
- Checkpoint assessment examples could be first drafts of essays or projects, quizzes, or even classwork.
- Checkpoint assessments measure students' progress toward mastery of standards and skills.
- Everything a teacher designs for his/her students keep the goal in mind for the students to do well on the summative assessment to demonstrate mastery.
- Summative assessments are a big deal like tests, essays, projects, and finals.

How are students assessed?

- The answer is different based on the type of assessment.
- Practice work does not get a weight in gradebook, but is essential in preparing a student for mastery.
- Checkpoint and summative assessments scores will be based on our school-wide rubric (below).
- Daily Formative Assessments are not calculated into a student's grade. Instead, they should be used to determine if a student has mastered the daily objective and used for intervention and acceleration.
- Modifications and accommodations for Diverse Learners are determined by individual IEP's.
- Assessments will be evaluated using a clear and comprehensive rubric
 - Students will be provided with a rubric for standards and/or learning targets.
 - 3 indicates mastery of standards and 4 indicates application of standards. A 2 indicates the student is near mastery, while the 1 indicates partial mastery, and a 0 indicates no mastery of the standard.
 - See the school-wide rubric below

When and how can students retake (aka additional opportunities to demonstrate mastery) [summative assessments](#)?

- Summative Assessments can be retaken through the quarter.
- Retakes (additional opportunities to demonstrate mastery) can be arranged, given during a class setting, or scheduled at the teacher's discretion
- Summative assessments include all standards from the current unit and may include standards from prior units.
- Mastery on the summative assessment will replace the grade for each standard assessed on the checkpoints if students show mastery on the standards as assessed on the summative assessment.
- No cap on summative retake scores (excluding incidents of academic dishonesty).
- Students must engage in intervention learning activities in order to participate in summative retakes.
- Teachers will ensure intervention learning activities occur during the class period.
- Achieving mastery on the summative will replace lower checkpoint grades; not achieving mastery on the summative will not negatively impact the checkpoint grades.
- If you don't achieve mastery on the summative, you will have an opportunity to re-learn the material and reassess on the summative within the quarter.
- Finals cannot be retaken; teachers will have the discretion to decide if their course's final will impact prior assessment grades.
- The retake (additional opportunities to demonstrate mastery) cut-off is 2 weeks prior to the end of quarter.

How do retakes (additional opportunities to demonstrate mastery) happen?

- Students must at minimum complete the initial assigned practice work before they are allowed to retake, in addition to actually taking all relevant initial assessments. Teachers may require more criteria for students to be eligible for retakes (additional opportunities to demonstrate mastery) for their course.
- If students do not reach mastery after the first retake of the assessment, they may create a second retake that shows mastery of that assessment with teacher approval. This also allows for students to demonstrate application of the skills they have learned.

How are performances assessed?

- Performances must be attended – No Retakes (additional opportunities to demonstrate mastery)
- Must be clear on the dates in advance
- Must make accommodations for special circumstances

What is SEL (social and emotional learning)?

- Students will also be assessed on social emotional and growth mindset standards. These may include skills such as organization, study habits and/or other skills related to academic success that are aligned to the Be's of Brooks.
- If students show progress toward mastery of these standards in each grading period, they may be provided additional time to complete work after the 2 week quarter deadline.
- Each quarter students will receive at least one SEL grade.

How often should grades be updated?

- Students should be updating their trackers weekly to show progress on mastery
- At least one assessment (formatives or summatives) should be entered bi-monthly.
- Projects and essays will be entered within two weeks after it is administered/due. Multiple-choice assessments will be entered within one week.
- Students will complete a minimum of two summative assessments per quarter.

How do students get extra support in the classroom?

- Each day teachers will dedicate a portion of the lesson will be dedicated to intervention and acceleration time (Tier 1 support).
- Students who struggle on daily formative assessments (non-graded checks for understanding) the first time will be candidates for intervention and will receive extra support from the teacher within the class period every day (struggling students include those who are still striving to master content as well as students who avoid the work for a variety of reasons, e.g. lack confidence, don't understand the material, etc.)
- Students who demonstrate strong understanding on the daily formative assessment will complete acceleration activities, which will either introduce new content or will go deeper into the current content.
- Students will also monitor their progress on the key skills being assessed within classes. The "Continual Progress Report" will help them to see their mastery at each level and skill.

What out-of-classroom supports are in place for struggling students?

- Teachers commonly do an abundance of little things that really make a big difference: phone calls home, tutoring, one-on-one talks with students, expressing to students that they belong and can do rigorous work, mentoring, etc.
- Our Multi-Tiered Support System (MTSS) offers a robust intervention for struggling students.
 - All students receive a Tier 1 response. The most meaningful aspect of Tier 1 is the intervention / acceleration system. Here, students have the ability to retake assessments they performed poorly on or missed entirely. Teachers will ensure that students complete important work (that may be missing) during class intervention time prior to retakes.
 - Our Tier 2 and Tier 3 supports will support students on a group or individual basis. This will also be an area where staff can ensure that students complete missing work, retake assessments, and participate in activities that demonstrate mastery of skills and content.

What happens if a student does not pass an assessment on the second attempt?

- A student who does poorly on a second assessment needs more support.
- These students will go to mandatory tutoring, reviewing lessons in a much smaller environment. Sometimes repeated failure indicates that the students need assistance in "soft" skills, sometimes referred to as the "hidden curriculum" (e.g. study habits, how to take notes, organization, etc.; see SEL above).
- Student progress will be monitored on a bi-weekly basis.
- Student generated assessments may be considered.
- Based on student progress, students can be referred for individualized/small group interventions provided by the Intervention Assistance Team (IAT).
- Students who do not respond to interventions may need to be tested for specialized services.

What happens if a student does not turn in their practice work?

**It is the individual teacher's discretion to report practice work in gradebook. Teachers are only required to enter checkpoint and summative assessments.*

- If a student doesn't attempt practice work they get an "M" which stands for missing.
- Students will be asked to complete missing work during intervention and in preparation for the next attempt at an assessment.
- An attempt is defined as a relevant, reasonable, and complete response to a question. For example, if a student just puts their name on the paper or a student writes one sentence not pertaining to the prompt for a 10 page essay, this is not an attempt.

What happens when students are missing graded assessments? What happens if students *purposely* miss an assessment?

**It is the individual teacher’s discretion to report practice work in gradebook. Teachers are only required to enter checkpoints and summative assessments.*

- Enter “M” for missing in gradebook. This works well to communicate to all that assessments need to be completed. Plus, this motivates the majority of students (Tier 1) to turn in their work.
- Students have until two weeks before the end of the quarter to complete missing graded assessments.
- If a student fails to complete a missing assessment, it will be left as an “M”; the missing will count against the student’s grade for not completing work.
- If a student misses a lab or other assessment that would be too time consuming to create for one student, then the student may complete an alternative to demonstrate mastery.
- If students purposely miss class to not complete an assessment or turn in an assessment, a behavior referral will be sent to their Dean and the highest possible score a student can receive will be an 85% (see plagiarism policy to see scores for multiple infractions). Additionally, students must complete the retake work in order to qualify to sit for the re-take assessment.
- If a student makes a valid attempt on an assessment, the lowest failing grade they can earn is a 50/100.
- An attempt is defined as a relevant, reasonable, and complete response to a question. For example, if a student just puts their name on the paper or a student writes one sentence not pertaining to the prompt for a 10 page essay, this is not an attempt.
- If no attempt is made as defined above, the assessment will still be considered missing.
- For multiple missing assessments/assignments or one assignment/assessment that has not been turned in for a lengthy amount of time, the teacher may call home to communicate missing assessments, talk with the student one-on-one, and refer to the Intervention Assistance Team (IAT) team.
- For the most severe cases due to illness, emergency, or extremely poor scholarship, the student will be referred to the IAT. They will review student cases individually and determine if the student will earn an incomplete grade for the semester. In this rare occasion the teacher, as expert of the class, and in conjunction with the review committee, will design an action plan and provide activities and assessments that a student must complete to be able to pass the class before the end of the year.
- Student who has earned an “I” for the semester will have the opportunity to retake a summative assessment/final until three weeks before the end of the year.
- If the student fails to demonstrate mastery three weeks before the end of the year, a student will earn a failing grade.

What does the school-wide rubric look like?

**Please note: Teachers may have self-created rubrics for each standard and/or learning target.*

Percentage Range	Points	Mastery Level	Explanation
91-100	4	Exceeds Mastery	Complex content Distinguished
80-90	3	Mastery	Target goal Proficient
70-79	2	Near Mastery	Minor Conceptual Errors Developing
60-69	1	Below Mastery	Major Conceptual Errors Emerging
50-59	0	Attempt, No Mastery	Complete Misunderstanding
0	M	No Attempt	No Attempt was made/ Or Missing Assessment

**An attempt is defined as a relevant, reasonable, and complete response to a question. For example, if a student just puts*

their name on the paper or a student writes one sentence not pertaining to the prompt for a 10 page essay, this is not an attempt.

How do grades impact a student’s ability to participate in sports, clubs, or other school activities (games and practices)? How is this monitored and communicated to students, teachers, and parents?

- Students failing two or more classes will not participate in major events.
- Reports are generated every two weeks to monitor student progress.
- Student progress will be communicated with coaches and sponsors.

70/30 Standards Based Grading

What will I see in gradebook?

- A list of academic and SEL standards.
- Percentages: 70% Summative – 30% Checkpoints [Optional: 0% Daily Formatives, 0% Practice Work]

How are students assessed?

- Students have the opportunity to demonstrate mastery each week on a Checkpoint
- Checkpoints (formerly referred to as [Formative](#) Assessments/Weekly Assessments) are (1) vital for feedback on learning; (2) used to determine Intervention/Acceleration.
- Checkpoints offer students the opportunity to demonstrate mastery of a specific learning target, and the level of mastery will be reflected with a grade in the 30% category.
- Retakes (additional opportunities to demonstrate mastery) on checkpoints available by teacher discretion.
- Rubrics will be provided

How do students receive a grade?

- Your student’s grade will be calculated as a weighted average of the summative and checkpoint scores.

Full Standard Based Grading

What will I see in gradebook?

- A list of academic and SEL standards.
- You will 0% weight for each category (Assessment, practice work, and formative).
- The only numbers students will see in the gradebook are 4, 3, 2, 1, or 0.

How are students assessed?

- At the end of each unit, students will take an assessment that will not only demonstrate if they learned the individual standards, but if they are able to apply them.
- Leading up to the summative assessment students will complete formatives showing how they are progressing through the unit. They will contain valuable feedback for students about their current progress.
- Students should use the feedback from their formatives to prepare for the summative.
- Each quarter will consist of a certain numbers of standards. Students will continue to be able to retake standards to show mastery throughout the quarter.

How do students receive a grade?

- Your student’s grade will be based on the number of standards they have mastered by the end of the semester. Mastery of a standard is defined as scoring a 3 or higher.
- Course teams will determine how the proportion of standards mastered will be used to determine a student’s overall grade for the course. This information will be included on each course’s syllabus.

Glossary

Checkpoints (formerly known as GFAs/Weekly Assessments) assess “interim” or “benchmark” understanding of standards and inform both students and teachers of student growth. Checkpoints are graded and fall under the 30% category for 70/30 courses (see also [Summative Assessment](#)). Checkpoints occurs approximately every week.

Competency-Based Learning (CBL), for our purposes is mostly synonymous with [Proficiency-Based Learning](#) and [Mastery Learning](#). CBL refers to a system of standards-based instruction, assessment, and academic support focused on success developing and demonstrating academic, social, and emotional learning ([SEL](#)) competencies.

Continual Progress Report: Students are expected to record, track, and manage progress on learning targets (see below). Progress can be recorded on a matrix provided by the teacher, or with a curriculum management system, e.g., [Gooru](#), [MasteryConnect](#), or [Summit Learning](#).

Daily Formative Assessments are used to monitor and check for student understanding. They are not used to determine student grades, but rather intervention and acceleration groups. They immediately allow the teacher to adjust the pace, focus, and delivery method of instruction based on student progress. These assessments monitor the progress of individual students and utilize a variety of assessment methods to adjust and differentiate instruction to meet individual needs.

Formative Assessments assess students’ understanding of standards and inform both students and teachers of student growth toward mastery of course objectives. Checkpoints are non-graded assessments (and apply only to Full SBG courses). They occur approximately every week.

Instructional Assistance Team (IAT) are an active team of representative administrators, counselors, and teachers who support implementation of MTSS (see below) Tier 2 and Tier 3 interventions.

Intervention/Acceleration refers to the enrichment process pertaining to a specific skill/s. When students achieve mastery on a particular skill/s, they will receive *acceleration* tasks which will focus on comprehensive progression of the skill/s. When students do not achieve mastery on a particular skill/s, they will receive *intervention* tasks which will focus on a review of the skill/s utilizing a differentiated method or approach and/or a de-scaffolding of the skill to promote a masterful understanding of the skill/s.

Learning Targets, also referred to as “[learning objectives](#)” or “[learning standards](#)”, are clear statements of expected competencies (may include knowledge, skills, or habits of mind) to be achieved and demonstrated.

Multi-Tiered Support System (MTSS) is a three-tiered system of coordinated interventions supporting students in academic success and behavioral, social, and emotional wellness.

Personalized Learning refers to a range of practices and conditions supporting the unique aspirations, interests and needs of individual students. **Characteristics include:** (1) competency-based progressions; (2) flexible learning environments; (3) personal learning paths; and, (4) learner profiles.

Practice Work refers to any work assigned by the teacher that is intentionally designed so that students who complete the work will be better prepared to demonstrate mastery and experience success on all assessments.

Standards Based Grading (SBG) is the grading function of Standards-Based Assessment. In SBG, a student’s grades represent competency (aka, proficiency or mastery) of [learning standards](#). SBG is [criterion-referenced](#), in contrast to

grading systems in which student performance is compared to the distribution of group scores ([norm-referenced](#)).

[Summative Assessments](#) are administered after an instructional unit has occurred, i.e. end of unit exam, essay, performance, or project. They are used to measure the level of mastery of the standards of the unit. They occur approximately every 4-6 weeks and are eligible to be retaken, except for the final semester summative assessment.