

2014-15 Medford School District (MSD) Secondary School - Standards Based Grading Practices

Proficiency Based Grading Goal: The MSD grading practices will focus on teaching the Oregon State Curriculum Standards for Assessment and Learning and to ensure Student College and Career readiness:

- Students will be graded on evidence of mastery of core content standards and learning targets through formative and summative assessments.
- Homework and classwork (formative assessments) will be required and may be included in the final grade.
- Learning targets and grading practices will be clear for each course and will be consistent within each course specific Professional Learning Community (PLC).
- Report cards and PAL will simply and clearly communicate student grades.

Assessment Types: Students may earn grades by demonstrating knowledge acquisition through:

1. **Formative Assessments** – these assessments may include daily classwork, homework, and periodic teacher assessments, such as exit or entrance slips. Formative assessments will typically assess student progress on specific learning targets, but may assess an entire priority standard.
2. **Summative Assessments** – these assessments are designed to assess a student’s overall grasp of learning targets and priority standards. Summative assessments may include comprehensive assessments, quizzes, projects, tests or demonstrations of a student’s overall knowledge of the learning target(s).
3. **Process Assessments** – these assessments are discussed within class, but will only be communicated as complete or incomplete. Process assessments may be classwork or homework.

Define Reporting Standards, Priority Standards, Learning Targets:

1. **Reporting Standards** – subject specific, overarching categories listed on the report card.
2. **Priority Standards** – through a prioritization process within PLCs, these standards have been selected from the Oregon State Curriculum Standards for Assessment and Learning. Each of these standards are assigned to a Reporting Standard.
3. **Learning Targets** – “I can” statements deconstructed directly from priority standards. These targets clearly state what a student should know and be able to do in order to earn credit for a course.

Levels of Proficiency: When assessing mastery of learning targets, either through formative or summative assessments, teachers may assign the following designations:

- **Mastery (5):**
 - Through extensive evidence, the student demonstrates superior academic performance, an in-depth understanding of the standard, and an ability to apply knowledge and strategies to complex problems.
- **Advanced (4):**
 - The student consistently meets and sometimes exceeds the basic level and demonstrates a complete understanding of the standard.
- **Meets (3 = Proficiency):**
 - The student generally meets the standard and demonstrates a basic knowledge of essential skills, some errors may be present, but the strengths are dominant.
- **Approaching (2):**
 - Though the student is occasionally demonstrating a working knowledge of the essential skills that encompass the standard, there are still more weaknesses than strengths.
- **Beginning (1):**
 - No understanding or skill demonstrated yet.

Assessment Ratios: Teachers, in agreement with their PLC colleagues, may choose to use the following ratios when assigning grades (the ratios will be consistent and agreed upon by course and/or content-grade level PLCs):

- 100/0 – 100% Summative – 0% Formative.
- 90/10 – 90% Summative – 10% Formative.
- 80/20 – 80% Summative – 20% Formative.
- 70/30 – 70% Summative – 30% Formative.

Numerical Grade Assignments: When formative and summative assessments are administered, numerical grade assignments will be applied as follows:

- Mastery = 5
- Advanced = 4
- Meets = 3
- Approaching = 2
- Beginning = 1
- Incomplete = 0

Calculating Overall Grades: Teachers will determine the weights of learning targets within formative and/or summative assessments. For example, a learning target within an assessment that requires more time or effort may count more heavily than another learning target within an assessment. Conversely, targets within an assessment that require only a cursory level of effort may only be counted as $\frac{1}{2}$ of the value of a target previously noted. Targets may be weighted 0, .5, 1, and 2. Targets within assessments will have a default weighting of one (1).

Calculating Reporting Standards: Once a series of assessments has been administered to demonstrate a student's mastery of Learning Targets and/or Priority Standards, Reporting Standard grades will be reported and communicated on progress reports and report cards.

Reporting Standard marks are calculated by finding the average of the learning targets it contains. The Reporting Standards will be reported as follows:

- Mastery - 4.5 – 5.0 A
- Advanced - 3.5 – 4.49 B
- Meets - 2.5 – 3.49 C
- Approaching - 1.5 – 2.49 F (D for Middle School Only)
- Beginning - 0.0 – 1.49 F

Reassessment: If students do not reach mastery on specific learning targets, teachers will offer the students the opportunity to reassess to demonstrate their content knowledge. The purpose of reassessing is to demonstrate increased knowledge and skill related to course learning targets. Before students are afforded the opportunity to reassess, students must first demonstrate that they have invested additional time and practice to prepare for reassessment. Examples of additional practice include homework, classwork, study group, and attending additional office hour appointments with teachers. Students must demonstrate and provide evidence of increased learning and preparation for a reassessment.

Guidelines for Reassessment: All students must complete additional practice and preparation, as determined by their teacher, before reassessing.

- Students who achieve MTS (Meets) or ADV (Advanced) on an initial summative assessment may reassess, for each assessment, once per quarter at a time designated by their teacher. However, teachers, with agreement of their PLC colleagues, may allow students to take additional reassessments if students continue to demonstrate effort and progress toward reaching mastery of the learning target(s).
- Students who procrastinate or do not demonstrate substantive effort to achieve mastery of a learning target will not be allowed to attempt more than one reassessment per assessment per grading period.
- Students are encouraged to strive for and may receive the maximum designation of MAS (Mastery) after reassessment.
- Students who score at a BEG (Beginning) or APP (Approaching) level in an initial summative assessment are required to attend office hours or engage in additional practice, as specified by their teacher, before reassessment.
- Within the length of a course (semester/year), reassessments from previous quarters may occur per agreement (contract) with teacher. Students may earn up to MAS (Mastery) on such reassessments.