SERIES 600
EDUCATIONAL PROGRAM

602.02-INSTRUCTIONAL PRACTICES

As part of the Board’s duties, it approves a curriculum consistent with State and Federal requirements. Building principals administer and monitor the curriculum through quality instruction and ongoing assessment. Teachers deliver quality instruction for all students.

In furtherance of these goals, the Board adopts beliefs and instructional practices that align to those foundational aspects of the learning experience, as well as the District’s Strategic Plan.

The following beliefs and practices are consistent with high level learning for all students:

- All students are capable of high levels of learning.
- Learning develops over time and students will have multiple opportunities to demonstrate learning.
- The expectations, learning targets, and behavioral goals associated with the standards at each grade level must be clearly articulated to students and parents.
- There must be District-wide consistency in the reporting and measurement of progress toward the designated standards.
- Teachers must gather ongoing evidence of progress toward the standards so instruction can be differentiated and include descriptive feedback for the students.
- Teachers must use data to evaluate the effectiveness of practice.
- Assigned work must support student’s attainment toward the standards.
- Communication about student’s performance as measured against the standards is an expectation.

The Superintendent/designee will develop rules and regulations for the implementation of this policy.

Cross-Reference:
603.14 Homework
505.1 Reporting of Student Progress
604.00 Interventions to Support Individual Student’s Educational Improvement

Adopted: January 19, 2015

Reviewed:

Revised: Ankeny Community School District
Meeting the Needs of All Learners

**Academic Systems**
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - High Intensity
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All students
  - Preventive, proactive

**Behavioral Systems**
- Intensive, Individual Interventions
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
- Targeted Group Interventions
  - Some students (at-risk)
  - High efficiency
  - Rapid response
- Universal Interventions
  - All settings, all students
  - Preventive, proactive

Circa 1996
# Meeting the Needs of ALL Learners

## CURRICULUM
What do we want all students to learn?

<table>
<thead>
<tr>
<th>Tight</th>
<th>Loose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board-approved Curriculum Standards (Iowa Core, National Standards)</td>
<td></td>
</tr>
</tbody>
</table>

## ASSESSMENT
How will we know they have learned it? What evidence...?

<table>
<thead>
<tr>
<th>Tight</th>
<th>Loose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using purposeful formative assessment to guide instruction</strong>&lt;br&gt;PLC-developed common formative assessments utilized periodically to collect evidence for PLC work&lt;br&gt;*Sample PLC-developed formative assessments will be collected and vetted through CLTs to develop a Common Formative Assessment Bank of possible assessments</td>
<td>Format and type of formative assessments determined at the teacher-level&lt;br&gt;Format and type of common assessments determined at PLC level (tests, quizzes, performance task, graphic organizer, written responses, etc.)</td>
</tr>
<tr>
<td>Assessment Schedule for:&lt;br&gt;- K-5 Benchmark Assessment System (BAS)&lt;br&gt;- K-3 FAST Screening&lt;br&gt;-Gr. 4-7 NWEA MAP&lt;br&gt;-Gr. 3-11 IA Assessment&lt;br&gt;-Gr. 3 CogAT</td>
<td>Assessment Schedule for:&lt;br&gt;- Common formative assessments (dates are PLC determined/some flexibility based on student needs/pacing)&lt;br&gt;- Classroom-based formative assessments (ongoing, teacher-developed based on student learning needs)</td>
</tr>
<tr>
<td>Implementation of District Expectations for Standards-based Practices</td>
<td></td>
</tr>
</tbody>
</table>

## INSTRUCTION
What will we do if they don’t learn it? Or already know it?

<table>
<thead>
<tr>
<th>Tight</th>
<th>Loose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned to Ankeny mission/vision, board-approved curriculum (Iowa Core), and district-building goals</td>
<td>Modifications of primary resources and/or additional research-supported curriculum resources to meet the needs of students</td>
</tr>
<tr>
<td>Use of Curriculum Supporting Documents</td>
<td>Decisions regarding the what, when, and how of implementation</td>
</tr>
<tr>
<td>Differentiated to meet ALL students’ needs (based on evidence from formative assessment process)</td>
<td>Specific instructional strategies, structures, and routines that are supported by research</td>
</tr>
</tbody>
</table>

7/30/2014
# Overview of Assessment

<table>
<thead>
<tr>
<th>Summative vs. Formative</th>
<th>Classroom Assessments</th>
<th>Common Assessments</th>
<th>District Level Assessments</th>
<th>External Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Annual</td>
</tr>
<tr>
<td>Highlights</td>
<td>On-going student and teacher assessment</td>
<td>Collaboratively developed and curriculum imbedded</td>
<td>Identifies groups of students with similar scores</td>
<td>Determine percent of students proficient</td>
</tr>
<tr>
<td></td>
<td>Identifies degrees of understanding</td>
<td>Identifies levels of proficiency</td>
<td>Used for entrance and exit criteria</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Primarily a screening assessment</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>Differentiated instruction/flex grouping</td>
<td>Diagnostic feedback</td>
<td>Identifies need for program support</td>
<td>Identifies program strengths and weaknesses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systematic instructional change</td>
<td></td>
<td>Accountability Measure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differentiated instruction/flex grouping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level Examples</td>
<td>Anecdotal Notes/Observations</td>
<td>Unit tests</td>
<td>MAP</td>
<td>IA Assessments</td>
</tr>
<tr>
<td></td>
<td>Learning Logs</td>
<td>PLC-developed Assessments/Interims</td>
<td>GORT</td>
<td>I-ELDA</td>
</tr>
<tr>
<td></td>
<td>Rubrics/Checklists</td>
<td>Pre/Post-Tests</td>
<td>CogAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Tasks</td>
<td>Progress Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running Records</td>
<td>Performance Tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Products/Sample Work</td>
<td>Rubrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Solution Tree, 2007. [www.solutiontree.com](http://www.solutiontree.com)
Readers think about texts in many ways in all instructional contexts.

**Thinking within the text:**
- Solving words
- Monitoring and Correcting
- Searching for and using information
- Summarizing
- Maintaining fluency
- Adjusting

**Thinking beyond the text:**
- Predicting
- Making connections
- Inferring
- Synthesizing

**Thinking about the text:**
- Analyzing
- Critiquing

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**Balanced Literacy Framework**

**Interrelated Elements of the Workshop**

*(WM1 WM2 WM3 WM4)*

**Read Aloud/Modeled Reading**
- Demonstrates proficient reading
- Expands access to text beyond child's abilities
- Exposes children to a variety of genres

**Write Aloud/Modeled Writing**
- Demonstrates proficient writing
- Expands access to writing beyond child's abilities
- Exposes children to a variety of genres

**Shared Reading**
- Models reading strategies
- Teaches reading strategies
- Extends understanding of the reading process
- Teacher reads
- SR1

**Interactive Reading**
- Teacher & child choose text
- Teacher & child share reading
- Teacher encourages child to read when able

**Guided Reading**
- Teacher reinforces skills
- Teacher engages child in questioning & discussion
- Teacher acts as a guide
- Child does the reading
- Child practices strategies
- Child builds independence
- GR1 GR2 GR3 GR4

**Shared Writing**
- Models writing strategies
- Teaches writing strategies
- Extends understanding of the writing process
- Teacher scribes
- SW1

**Interactive Writing**
- Teacher & child choose topic
- Teacher & child share pen
- Teacher & child compose together
- IW1 IW2 IW3

**Guided Writing**
- Teacher reinforces skills
- Teacher engages child in questioning & discussion
- Teacher acts as a guide
- Child does the writing to build independence

**Independent Reading**
- Child chooses text
- Child practices at his/her independent level
- Time to practice demonstrates the value of reading
- IR1 IR2 IR3 IR4 IR5

**Independent Writing**
- Child chooses topic
- Child practices at his independent level
- Time to practice demonstrates the value of writing

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Readers process a large quantity and variety of texts in all instructional contexts.

**Fiction Texts:**
- Realism
- Contemporary Realistic Fiction
- Historical Fiction
- Fantasy
- Traditional Literature
- Animal Fantasy
- High Fantasy
- Science Fiction

**Nonfiction Texts:**
- Biographical Texts
- Autobiographical and Memoir
- Factual Texts (Content area)

**Poetry**

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Adapted from *Teaching for Comprehending and Fluency* (Pinnell & Fountas, 2006)
American schools have long had a history of certain practices of grading student work. Teachers have evaluated student work in individual and isolated ways. O’Connor quotes Guskey: “[Grading] practices are not the result of careful thought or sound evidence. . . . Rather, they are used because teachers experienced these practices as students and, having little training or experience with other options, continue their use” (as cited in O’Connor, 2009). Many traditional grading practices of American teachers are unfair, inconsistent, and do not clearly communicate student achievement to students or their parents. This document outlines a set of fair and consistent practices for the Ankeny district that strive to communicate clearly about student achievement of district power standards. Further, since clear communication is critical, at the beginning of each year (elementary) or each course (secondary), teachers will communicate to students and parents the expectations and procedures for grading and reporting.

Separating Behavior from Achievement
This set of practices that follow offers explanation and rationale as well as tables with “tight” and “loose” designations. A tight designation means a non-negotiable stance: teachers are to follow this expectation. A loose designation (if offered) describes the flexibility for the corresponding tight stance; teachers, as teams or individuals, may exercise professional judgment in carrying out this expectation, as written.

Teachers in Ankeny will report to parents separately the behavioral skills and dispositions each student possesses as a learner. The learner profile will reflect effort, participation, and behavior.

<table>
<thead>
<tr>
<th>Tight (non-negotiable)</th>
<th>Loose (flexible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades will be based on academic achievement tied to standards.</td>
<td></td>
</tr>
<tr>
<td>Consistent reporting on effort, participation, and behaviors will be reported separately, by course or grade.</td>
<td></td>
</tr>
<tr>
<td>Rubrics will be established and used for the purpose of clarifying expectations, behavior, effort, and participation.</td>
<td>Rubrics may vary by level and course.</td>
</tr>
<tr>
<td>Elementary teachers of record and specials teachers will report effort, participation, and behaviors.</td>
<td></td>
</tr>
<tr>
<td>Secondary teachers will report effort, participation, and behaviors for each student in all courses.</td>
<td></td>
</tr>
<tr>
<td>Teachers will present parents with artifacts to support markings.</td>
<td>Teacher will determine which artifacts they present to parents to support markings.</td>
</tr>
</tbody>
</table>
Independent Learning Tasks/Homework
Through independent learning tasks, students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

There are four main purposes for independent learning tasks:

- **Purpose 1:** Building fluency;
- **Purpose 2:** Applying knowledge;
- **Purpose 3:** Reviewing and practicing past learning; and
- **Purpose 4:** Extending learning across topics and disciplines.

While a teacher’s intent for each learning task will determine whether its use is formative or summative, Purposes 1 and 3 serve primarily formative functions and occur while learning is in progress. Purposes 2 and 4 serve primarily summative functions and occur as students consolidate their knowledge and skills at the end of a sequence of learning. There is flexibility depending on the teacher’s intent and use of the independent learning task.

Independent learning tasks/homework can be used as a process of concept development and can therefore provide students with opportunities for investigation, synthesis of learning, and risk taking, without consequence.

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<tr>
<th><strong>Tight (non-negotiable)</strong></th>
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<tbody>
<tr>
<td>Students will engage in independent learning/homework as a component of the Ankeny Instructional Framework.</td>
<td>Teachers will determine the purpose of independent learning/homework in the learning progression.</td>
</tr>
<tr>
<td>Teachers will communicate to students which of the four relevant purposes of independent learning/homework each assignment addresses.</td>
<td>Teachers will determine how they will communicate the purpose to students and parents.</td>
</tr>
<tr>
<td>Independent learning tasks for the purpose of building fluency or review and practice of past learning (daily practice) will not be included in a summative grade.</td>
<td>Teachers can determine how, and with what frequency, they provide formative feedback.</td>
</tr>
<tr>
<td>Depending on intent, independent learning tasks for the purpose of applying knowledge or extending learning across topics and disciplines (e.g., a final product) could be included in the final grade.</td>
<td>Teachers will determine to what extent these types of independent learning tasks are included in the final grade.</td>
</tr>
</tbody>
</table>

Extra Credit
Extra credit and bonus points can distort students’ records of achievement in any course in which they enroll. Grades are broken as a communication tool if teachers give points for things that do not demonstrate achievement of specified standards. Learning is about achieving higher levels of knowledge and skill, not completing more work or accumulating more points.

If the knowledge or skills tapped by extra credit or bonus points are essential for demonstrating achievement of the standard, they should be a feature of the original assessment. If not, they don’t belong on the assessment to begin with.

“Extra credit” practices such as bringing items for the teacher, bringing classroom supplies, obtaining points for turning something in on time, attending events, or other activities unrelated to learning are not appropriate.
**Multiple and Varied Assessment Opportunities**

The goal is that all students learn the content, not just the ones who can learn within established timelines. As such, all students should have multiple assessment opportunities to demonstrate higher levels of achievement. Additional opportunities may include retakes of assessments, student revisions of products based on descriptive feedback, or alternative methods of assessment. This process provides opportunities to use more recent evidence of learning to ascertain a summative grade. This approach reflects what we know about successful learning, and it better prepares students for the world beyond school.

Second or multiple assessments, however, do not mean an endless set of opportunities for students. It is reasonable for an “opportunity cost” to be attached to reassessment. For example, we want a student to realize, “I didn’t take that first test seriously. Now it’s going to cost me some time with friends after school to take another test.” The point behind offering multiple and varied assessment opportunities is for students to learn from their mistakes so that they can meet with more success in the future. Ebert states in O’Connor, “Reassessment is the opportunity and students learn the responsibility” (as cited in O’Connor, 2009).

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</tr>
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<tbody>
<tr>
<td>Giving extra credit points will not be acceptable practice.</td>
<td></td>
</tr>
<tr>
<td>Giving bonus points will not be acceptable practice.</td>
<td></td>
</tr>
<tr>
<td>All students, regardless of initial achievement level, will be given multiple opportunities to demonstrate proficiency through assessment, following additional instruction and/or practice.</td>
<td>Teachers will decide procedures for practice that promote improved student learning. These may include personal study/practice, peer tutoring, review work, etc.</td>
</tr>
<tr>
<td>Students will initiate contact with the teacher regarding conditions necessary for possible reassessment.</td>
<td>Teachers may attach an “opportunity cost” to reassessment so that students will recognize the value of doing well the first time.</td>
</tr>
<tr>
<td>Teachers of the same course, across buildings, will agree to assessment and reassessment procedures, which will be consistent among teachers of the course.</td>
<td>Teams’ decisions may include the following: giving alternative versions; limiting the number of retake options; establishing time frames, etc.</td>
</tr>
<tr>
<td>Retakes will be awarded full credit in order to recognize more current achievement.</td>
<td>Teams decide how to handle cases where students demonstrate a decrease in achievement through retake opportunities.</td>
</tr>
</tbody>
</table>

**Late/Missing Work**

The true intent of teaching is learning; learning occurs best through practices of differentiation. Students are expected to complete their assigned work in preparation for developing content and conceptual knowledge and performing well on academic achievement assessments. Not all students learn at the same rate; therefore, penalties distort the achievement record the grade is intended to communicate, can harm student motivation, and for many students do not result in changes in behavior. Since the goal of teaching is learning, it is far better to set up support systems that reduce or eliminate the problem of late work. The appropriate consequence for failing to complete an assignment is completing the assignment.

Teachers will keep records of students’ timeliness and report on this behavior in the learner profile section of the report card.
To clarify: “due date” indicates when an item is initially due to the teacher for evaluation; “deadline” indicates a firm, final date for completion (item is given an I for Insufficient Data after this point).

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to complete all required work by due dates.</td>
<td>In certain circumstances, teachers may determine alternative due dates.</td>
</tr>
<tr>
<td>If students fail to submit required work on time, they will receive increased supports that do not affect the grade.</td>
<td>The menu of supports will be up to each Instructional Leadership Team (ILT).</td>
</tr>
<tr>
<td>For reporting purposes, there will be firm school-wide deadline dates for students to submit late work. If work is not submitted by the deadline, the report card will indicate “Insufficient Data” (I). No credit will be granted until work is submitted.</td>
<td>The process and supports to ensure students complete the work, learn the material, and gain credit will be determined by each Instructional Leadership Team (ILT) unless a course is offered in multiple buildings. Further, the ILT will determine final deadlines.</td>
</tr>
<tr>
<td>For credit recovery purposes at the high school level, a “credit recovery deadline” establishes that an I becomes an F after two weeks at the end of a course or semester.</td>
<td></td>
</tr>
</tbody>
</table>

**Zeros**

Zeros are ineffective in communicating student learning because the resulting grade is an inaccurate representation of student achievement. Zeros give a numerical value to something that has never been assessed, they can have counterproductive effects on student motivation, and mathematically misrepresent the final achievement score. It is the student’s responsibility to produce sufficient evidence required so the teacher can make a valid summary judgment. Assigning a zero abdicates students of this responsibility in their learning.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Zeros will not be assigned for missing evidence. An I (for “Insufficient Data”) will be recorded when a student has not submitted required evidence of learning.</td>
<td>In certain circumstances, teachers may determine alternative due dates.</td>
</tr>
</tbody>
</table>

*To clarify: “due date” indicates when an item is initially due to the teacher for evaluation; “deadline” indicates a firm, final date for completion (item is given an I for Insufficient Data after this point).*

**Resources:**


Cristea, J. (June 2007). Are zeros fair? An analysis of grading practices. Cabrini College


Moorman, C, & Haller, T. Synthesis of research findings on homework.


Waukesha Public Schools (2007). Best practices in grading. Waukesha, WI.


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The purpose for multiple and varied assessment opportunities (quizzes, tests, checking for understanding, etc.) is to ensure that all students learn the content, not just those who can learn within established timelines. The goal is for students to persevere and advance their learning so they can achieve greater success in the future.

All students should have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by the instructor or the student, but always at the instructor's discretion. Additional opportunities may include retakes of an alternate form of an assessment (e.g., Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessment (e.g., an oral response rather than a written test). Students may be provided opportunities to demonstrate learning over time with assessments that address previously taught content, projects, activities, and assignments. These processes provide opportunities to use more recent evidence of learning to ascertain a summative grade that indicates the overall level of the student's mastery.

Second or multiple assessments, however, do not mean an endless set of opportunities for students, but it does mean students have an opportunity to earn full credit when retaking an assessment. It is reasonable for additional learning to be required prior to reassessment. Professional Learning Communities will determine the criteria for taking a retake, such as the number of opportunities and the format for re-assessing. Such criteria will be clearly communicated to students.
Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student’s progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students.