



Grading & Assessment Procedures

This document is derived from the works of educational researchers, including Ken O'Connor, Robert Marzano, Doug Reeves, and Rick Stiggins. Additionally, the document is influenced by professional learning opportunities organized by Rose Colby.

STATEMENT OF PURPOSE

The competency-based assessment and grading system at Sanborn Regional High School is founded on common expectations for student learning. At Sanborn Regional High School, each course has a set of common, established core competencies that describe what students are expected to know and be able to do. The purpose of this document is to provide a structure and expectations to ensure common and systematic competency-based grading practices are used in all courses by all teachers at the high school. These practices shall be related directly to stated learning goals, and criterion-referenced competencies shall be used to assign grades.

DEFINITIONS

Sanborn Regional High School educators use two broad types of assessments:

Summative Assessments: A summative assessment is a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a course competency. It is an assessment *of* learning and it is heavily weighted in the grading system. Examples include:

- Enrichment activities (supplementary activities that support competencies)
- Written, oral, and performance tasks
- Tests
- Quizzes (beyond skill checks)
- Writings (term papers, essays, stories, etc.)
- Projects
- Presentations
- Problem-based / inquiry learning tasks
- Other comprehensive / cumulative assignments not listed above.

Formative Assessments: A formative assessment is an assessment *for* learning and can broadly be described as a “snapshot” or a “dipstick” measure that captures a student's progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. In a sense, a formative assessment is “practice” and is, therefore, not heavily weighted in the grading system.

Examples include:

- Skill checks (quizzes used for practice or reinforcement; classroom openers)
- First drafts of writing
- Teacher questions during instruction
- Worksheets
- Informal observations
- Pre-testing
- Homework
- Other classwork not listed above

STATEMENT OF PROCEDURE

Grading Philosophies and Expectations

1. Grading is an exercise in professional judgment wherein the educator seeks to ensure that the grade each student receives is an accurate representation of his or her achievement.
2. Grades shall be weighted carefully to ensure the intended importance is given to each competency and to each assessment.
3. Teachers shall use quality assessment instruments. They shall properly record evidence of student achievement on an ongoing basis. Each assessment must meet five standards of quality. It must arise from a clearly articulated set of achievement

expectations, serve an instructionally relevant purpose, rely on a proper method, sample student achievement in an appropriate manner, and control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

4. Teachers shall discuss methods of assessment and scoring scales (rubrics) with students in an age-appropriate manner, at the beginning of instruction.
5. At the beginning of a course (semester and year-long), teachers shall provide to students and parents a written course overview / syllabus that includes assessment and grading, in clear, easily understandable language. The course syllabus must be consistent with the grading practices detailed in this document.
6. Prior to administering each summative assessment, teachers shall provide students with a written overview / rubric describing assessment and grading in clear, easily understandable language.

grade”. At any point in time when a progress report or report card is issued, the final grade listed is a “snap shot” of the current grade. The final snap shot (final course grade) will occur at the conclusion of the course.

4. The transcript will report final course grades and a yearly summary of a student’s progress towards meeting the school-wide expectations for learning. Quarter grades will not be reported on transcripts.
5. Effort, participation, attitude, and other behaviors shall not be included in grades but reported separately, unless they are an approved part of a competency (example: Regular participation in physical activity is identified nationally as a core competency and thus is included in the SRHS Wellness competencies). Each student will be graded quarterly by each teacher on their achievement towards school-wide learning expectations that will address expectations for student professionalism. These will appear on report cards and a summary will also appear on the final transcript.
6. Based on the principles of standards-based assessment, extra credit is not an appropriate measure of student learning and should not be assigned or included in grade calculation.
7. Grades will be based on the following rubric, letter, and numerical point scales below.

COURSE GRADE CALCULATION

1. Individual achievement of course-based competencies shall be the primary basis for grades. All courses will use a grading structure that weights summative assessments at 90% and formative assessments at 10% of a final grade for the course.
2. Summative assessments will be linked to one or more course competencies. The report card will calculate and report out on the average grade each student received in each competency as well as the final course grade.

Level	Rubric	Letter	Numerical	Performance Descriptors for Academic Standards
Exceeding	3.50-4.00	A	90-100	The student consistently exceeds the performance standards for the grade-level. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
Meeting	2.50-3.49	B	80-89.9	The student consistently meets the performance standards for the grade-level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
Inconsistent Progress	1.50-2.49	C	70-79.9	The student is progressing toward meeting the performance standard for the grade-level. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
Limited Progress	1.25-1.49	D	65-69.9	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
Not Met	0.00-1.24	NM	50 – 65 *	The student has not yet met the standard
Not Assessed		NA		The standard has not yet been assessed

* Numerical grades of less than 50 are recorded as a 50.

LATE / INCOMPLETE / MAKEUP PROCEDURES

Late or incomplete submission of assessment evidence shall be handled as follows:

Situation	Assessment Type	Assessment Opportunity	Initial Grade (until assignment is completed)	Final Grade (when assignment is completed) (Not less than 50 points)	Final Grade (if assignment is not completed by end of unit or by a later date agreed upon by the teacher and student)
Excused Absence	Summative	Must Assess	I	Grade student earned	50
	Formative	Must Assess	I	Grade student earned	50
Unexcused Absence	Summative	Must Assess	I	Grade student earned with a 10 point penalty (only after steps below are followed)	50
	Formative	Teacher Discretion	NA (or I)	NA (or grade earned with a 10 point penalty only after steps below are followed)	50
Student in class but was unprepared to submit (late)	Summative	Must Assess	I	Grade student earned with a 10 point penalty (only after steps below are followed)	50
	Formative	Teacher Discretion	NA (or I)	NA (or grade earned with a 10 point penalty only after steps below are followed)	50

* After a student has exhausted assessment opportunities, the teacher must manually enter a 50 for outstanding NA's and I's.

1. Teachers may set due dates and deadlines for all graded assessment evidence that will be part of a student's grade.
2. A total reduction of no more than 10 points in the grade earned by a student will be administered at the end of a unit or by a later date agreed upon by the teacher and student only after the following steps have been taken and documented:
 - a. The student and teacher have had a face to face meeting about the late work and clarified the assignment;
 - b. The student and teacher have agreed to an extension of a due date;
 - c. An agreed upon time has been established to allow the student to complete the assignment in the classroom;
 - d. The teacher has made contact with a parent
 - e. If appropriate, the teacher has provided an alternative assessment;
 - f. The teacher has contacted the appropriate case manager / counselor to make them aware of the situation.

RE-ASSESSMENT PROCEDURES

1. Second chance assessment opportunities shall be made available to students for any summative assessment in which the student earned below an 80. A grade of 80 represents mastery. The maximum grade a student can receive is an 80 for any such second chance assessment opportunity.

This means:

- a. If the second chance assessment grade earned is between a 65 and an 80, the new grade earned replaces the old grade.
 - b. If the second chance assessment grade earned is an 80 or above, the new grade replaces the old grade as an 80;
 - c. The second chance assessment grade should never result in a lower final grade if the teacher is requiring the student to only reassess on non-proficient skills.
2. A teacher may require a student to complete a re-assessment plan at a proficient level before they are eligible to take a summative re-assessment. The plan would consist of the completion of formative assessments that are directly correlated with the summative assessment as well the completion of a relearning plan. The second assessment should only take place when the student has demonstrated the agreed upon relearning and/or completion of work in preparation for the assessment.
 3. A teacher may assign a timeline for a re-assessment opportunity. Students who require an extension should use the “late procedures” outlined above.
 4. Re-assessment opportunities are available for formative assessments at the teacher’s discretion and if applied should follow the summative reassessment process described above.

COURSE CREDIT

Credit is awarded for a course if a student meets both of the following two conditions:

1. The student earns a grade of 65 or higher for each course competency as determined by the final report card for the course.

In the event that a student receives an overall final course grade of 65 or higher, but fails to earn a grade of 65 or higher on one or more course competencies, the student will be eligible for competency recovery. The Guidance Department will develop a competency recovery plan for each student based on his/her individual competency recovery needs.

When the student successfully completes the competency recovery plan (successfully demonstrates proficiency on the respective course competencies) the student’s earned course competency grade will be recorded on report cards and transcripts.

2. The student earns an overall final course grade of a 65 or higher.

In the event that a student receives a failing final course grade that is between a 50 and 65, the student will be eligible for credit recovery. The Guidance Department will develop a credit recovery plan for each student based on his/her individual credit recovery needs. This plan may include a variety of strategies which could range from individual competency recovery to retaking a course.