



Assessment in the SRVUSD is a tool to provide consistent, meaningful and accurate feedback that reflects progress towards mastery of specific and required standards to inform students, parents and teachers about student learning.

SRVUSD ASSESSMENT GUIDEBOOK

SECONDARY
6th-12th
grade

Table of Contents

Introduction

Schoology Setup

Tenets of Grading &
Assessment

Cheating and
Academic Integrity

A How to Guide For
Staff

Conflicts Around
Grading

Recommended
Grading Scales

Grading for Special
Populations

Deep Learning &
Assessment

Resources & FAQs



Purpose of this Guide



1. This guide will help our community understand and navigate changes in classroom assessment that have been and will continue to evolve.
1. As assessment and grading become more student-centered and learning focused, this guide will share strategies to mitigate the stress and conflict associated with traditional grading systems.
1. As we encounter new thinking about deep learning and incorporate District-wide essential standards into our work, this guide will provide information, recommendations, and resources on how we can reform the assessment and grading of student learning with a focus on equity and social-emotional well being.

Introduction

"If you wanted to make just one change that would immediately reduce student failure rates, then the most effective place to start would be challenging prevailing grading practices."

Douglas Reeves (2009)

Regarding grading and assessment, you may encounter different terms to describe similar practices, such as standards-based and evidence-based grading, or proficiency and mastery.

While these terms have specific and relevant meanings, it is important to not allow terminology to influence your thinking. So, rather than focusing on the terminology, we encourage you to use this guide to reflect on your current assessment and grading practices.

To learn more about current assessment and grading strategies, resources are included at the end of this guide.

We are...

Providing resources to help improve our grading and assessment practices to ensure deeper learning at high levels

Reforming our practices to improve the social-emotional well being of students and staff

Reforming our grading practices to reduce inequities within our current system

We are not...

Mandating or eliminating any grading systems or methodologies

Reducing academic expectations for student performance

Watering down standards

Eliminating A-F grades

Why Change our Practices?

TRADITIONAL

Traditional grades do not accurately communicate a student's progress toward meeting standards. Traditional grades often include factors such as work habits, classroom donations, attendance, and behavior, which obscure true information about academic achievement and that cannot be directly connected to a grade level or course standards and results in grades that do not accurately represent learning, and therefore, inhibit student learning.

LEARNING FOCUSED ASSESSMENT

Learning-focused assessment practices provide teachers with specific information that allows them to adjust their teaching practices to meet the needs of their students.

Learning focused assessment practices accurately communicate student progress using clearly defined learning levels in alignment with standards..

Learning focused assessment practices allow multiple opportunities for students to achieve proficiency in grade level or course standards.

“A grade is supposed to provide an accurate, undiluted indicator of a student's mastery of learning standards. That's it. It is not meant to be a part of a reward, motivation, or behavioral contract system. If the grade is distorted by weaving in a student's personal behavior, character, and work habits, it cannot be used to successfully provide feedback, document progress, or inform our instructional decisions regarding that student- the three primary reasons we grade.” (Rick Wormeli 2006)

“We take children who come to school with innate interest in learning and growing, and we teach them that those things are only a means to the ultimate end: Points. Many teachers feel trapped by their own incentive system, with no choice but to support students' constant quest for points. The measure of learning, contrary to the curiosity and joy that students enter school with, becomes a race to earn the most points. We preach the gospel of learning, but make students genuflect to the altar of points.”
(Joe Feldman 2019)



What SRVUSD Teachers Are Saying...

I now focus on how students learn, and I have changed the focus of my teaching from fact memorization to skills.

I no longer feel the need to grade everything, and work has a different meaning to students. I don't need to hold it over them for a grade; they do it for the learning. It allows students the flexibility they need to prove that they understand concepts and gives them additional opportunities and faith that they WILL learn, something I wish I had as a student. It makes me focus on what is important, my essentials, rather than the minutia in between. My work, and what my students produce, feels much more meaningful.

Students no longer complete homework to earn points; they see homework as an opportunity to practice and prepare for the assessment.

I can discuss with others the specific skills that specific students need to develop.

Students no longer ask how many "points" something is worth.

My students now ask what they can do to improve their listening skills or reading comprehension instead of talking about their grades.

I can have discussions with parents and colleagues about the specific skills in the reading and writing genres that students are working on. I know the little pieces students need in that area to be successful.

Existing Policies & Regulations

BP 5123 (excerpt)	<ul style="list-style-type: none">• Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.
BP 5121 (excerpt)	<ul style="list-style-type: none">• The Board of Education believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.• The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom. A teacher shall base a student's grades on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods.

Assessment & Grading within SRVUSD's Strategic Direction

Equity: Goal One

Engage all staff in differentiated professional development that supports the shift from teachers' personal learning on equity to teachers facilitating learning for all students.

SE Well Being: Goal Two

Develop equitable grading policies, procedures and practices that more accurately reflect student learning.

Deep Learning: Goal Three

- Engage staff in professional development on accurate, authentic, and equitable assessment and grading practices.
- Utilize new or existing assessments in order to measure what we want students to know and be able to do.
- Leverage our Learning Management System and assessment screening platform (s) to enhance assessment practices.
- Review and update existing grading policies, procedures and practices to enhance deep learning outcomes.
- Use data to inform instruction and continuous cycles of improvement.

Tenets of Grading & Assessment

Six grading tenets serve as parameters to guide our instructional practices



- 1 The primary purpose of assessment and grading is to foster student learning.
- 2 The grading system is designed to promote curiosity, encourage risk-taking, and sustain a love of learning.
- 3 Assessment and grading accurately measures and documents student proficiency and progress towards standards and learning targets.
- 4 Assessment and grading measures and reports academic progress and achievement separately from work habits, effort, and behaviors.
- 5 Collaboratively designed learning targets, assessments, and rubrics lead to more consistent and equitable evaluation of student learning.
- 6 Assessment and grading contributes to healthy social-emotional well being and equitable outcomes within our District.

Tenet 1: The primary purpose of assessment and grading is to foster student learning.

Recommended

- Communicating learning targets to students
- Sharing examples of proficient work
- Providing students with clear and compelling product standards before work begins
- Providing timely, descriptive, and actionable feedback

Not Recommended

- Assigning a grade or score without descriptive feedback
- Assigning a grade or score based only on completion of a learning activity or assessment
- Assigning a grade or score that is not directly connected to a learning target

Tenet 2: The grading system is designed to promote curiosity, encourage risk-taking, and sustain a love of learning.

Recommended

- Providing opportunities for student to self assess progress
- Allowing multiple assessments to show proficiency
- Giving students a choice on the type of assessment or within an assessment
- Differentiating instruction
- Providing learning activities that are purposeful, relevant, and applicable to real-world situations

Not Recommended

- Relying solely on multiple-choice style assessments
- Starting with 100 points and deducting points throughout the grading period.
- Presuming that depth of learning is determined by the length of an activity or assessment
- Assigning work that is not directly connected to the identified learning target(s)

Tenet 3: Assessment and grading accurately documents and reports student proficiency and progress towards standards and learning targets.

Recommended

- Providing timely and engaging formative learning activities
- Scoring all assessments using a rubric based on the understanding of the standards or learning targets
- Regularly reporting student progress toward proficiency in course standards and learning targets

Not Recommended

- Scoring formative learning activities, such as homework
- Providing extra credit assignments
- Averaging all attempts at assessments for a standard or learning target
- Waiting until the end of a grading period to report student progress
- Including unassessed or untaught standards in the grade report

Tenet 4: Assessment and grading measures and reports academic

progress and achievement separately from work habits, effort, and behaviors.

Recommended

- Determining a course grade based solely on assessments directly linked to course standards or learning targets
- Reporting a separate grade for work habits, effort, and behaviors

Not Recommended

- Integrating scores for work habits, effort, and behavior with scores for demonstrated learning of course standards
- Giving points for non-standards based activities

Tenet 5: Collaboratively designed learning targets, assessments, and rubrics lead to more consistent and equitable evaluation of student learning.

Recommended

- Developing common learning targets within collaborative grade levels or content area teams
- Creating common assessments and scoring rubrics within collaborative grade level or content area teams
- Scoring assessments using the rubrics
- Sharing assessment results within collaborative teams; identifying remediation needs and extension

Not Recommended

- Grading work in isolation
- Significantly modifying agreed upon common assessments and scoring rubrics
- Including scores for skills or behaviors that are not directly related to the standards or learning targets being assessed

Tenet 6: Assessment and grading contributes to healthy social-emotional well being and equitable outcomes within our District.

Recommended

- Designing timely and meaningful learning activities that help students prepare for summative assessments
- Providing time for students to review and discuss descriptive feedback
- Providing opportunities for students to resubmit work based on feedback
- Providing opportunities for students to receive targeted help

Not Recommended

- Ignoring the demands inherent in an advanced placement or honors level course
- Using grades as a punishment
- Using grades to compare a student's performance to that of their peers

How-To Guide for Staff

I want to focus my grading on what will increase student learning and understanding of the course standards.

Where do I start?

What are the District-Wide Essential Standards for the grade level or course?

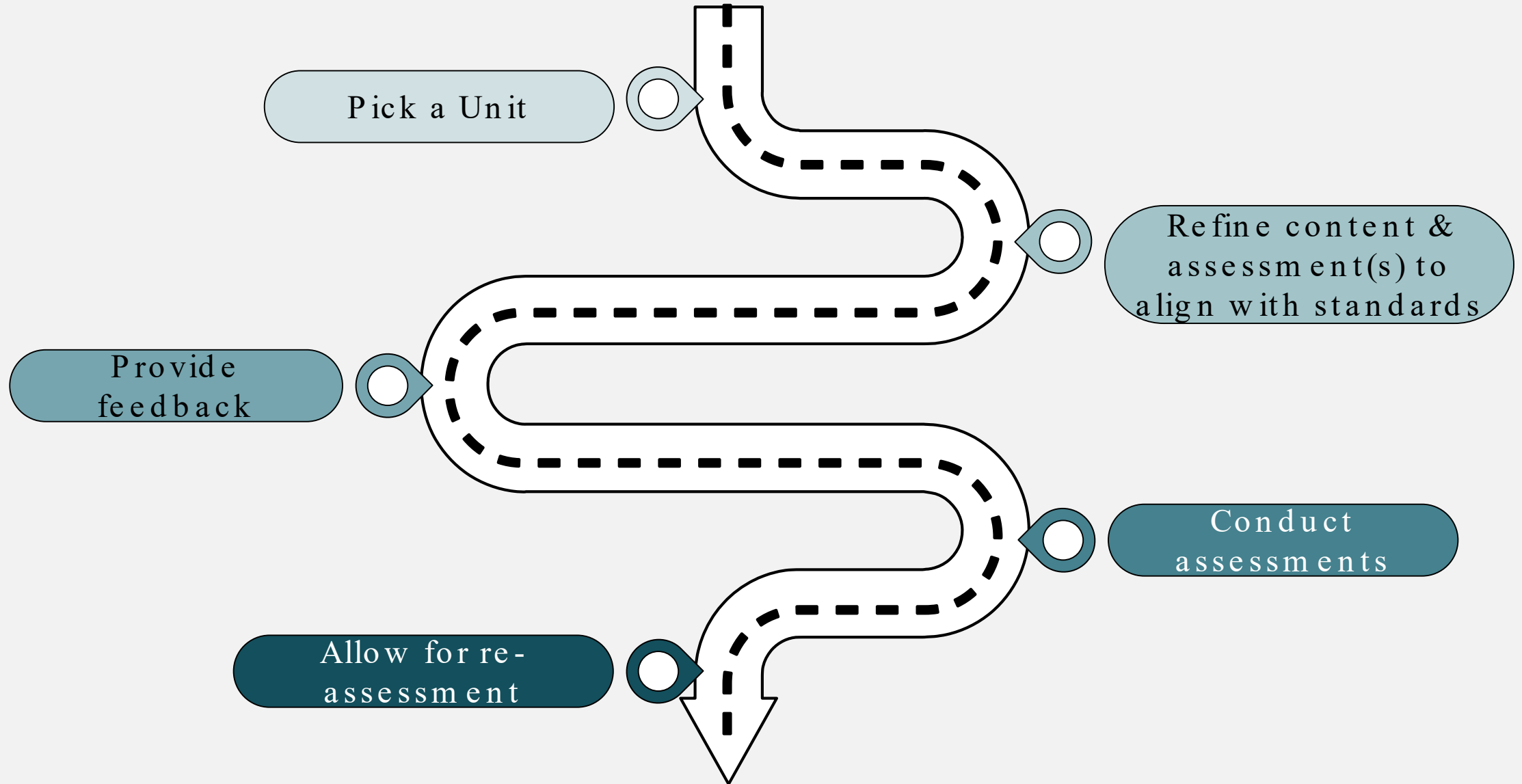
What are the main units of the course? How are those units connected to the District Wide Essential Standards?

What knowledge, skills, and abilities do the students need to be successful?

What must be graded or assessed to demonstrate that students are ready for the next grade level or course?

Is the grade reported an accurate communication of what a student has learned or is able to do?

A Pathway for Change





PICK A UNIT

- Which unit do your students consistently struggle with? How do you know?
 - Low assessment scores?
 - Poor student engagement?
 - Unclear purpose?
- Which unit needs some work?
 - Disconnection to standards?
 - Missing real world application?
 - Confusing assessment tool?
 - Lacks opportunity for feedback?

Get started by selecting a unit that you would like to refine. Then, select and apply strategies to help you:

- Increase focus on the standards
- Select key learning activities for descriptive feedback (and not grading)
- Develop a unit assessment and scoring rubric that is connected to the standards
- Consider opportunities for remediation and reassessment that are reasonable and manageable



REFINE

Is everything in the unit necessary?

Which assignments or activities within the unit are connected directly to the learning targets for the unit?

What is the purpose of each assignment or activity?

Will it help prepare the students for the assessment?

Which parts of the unit are for practice and which are for assessment?

Is there only one method in the unit for students to demonstrate their learning?

Are opportunities for deep learning available?

How am I grading the unit? Do I have a rubric that is connected directly to the standards for the unit?

Does every practice assignment or activity need to be graded? Or, can you just provide feedback?

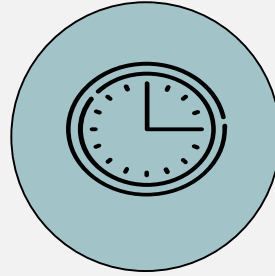


Feedback



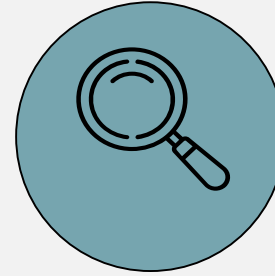
DWES

Provide descriptive feedback based on the student's progress toward proficiency of a DWES or learning target.



TIMELY

When students wait too long to receive feedback, it can negatively impact their motivation to continue learning and their confidence to succeed.



SPECIFIC

Detailed feedback can be written or verbal

“I suggest you ..”

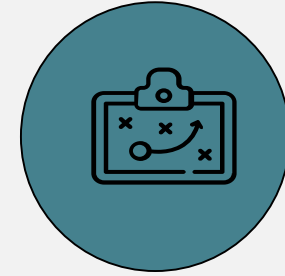
“I want you to try ...”

“...”

“Look back at ...”

Limit comments like “good job” or

“nice work”



ACTIONABLE

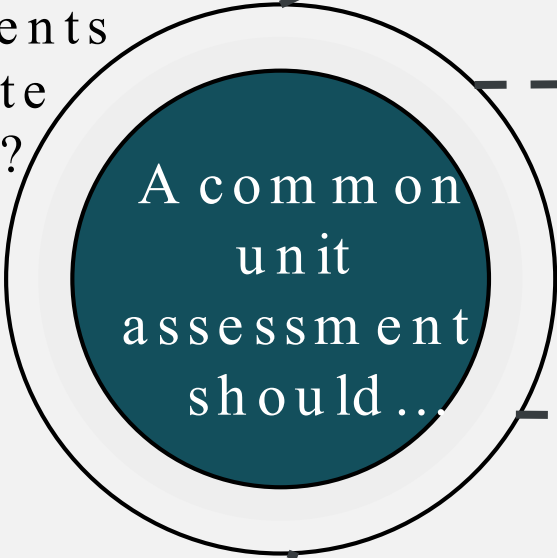
Give next steps that move students forward and encourages them continue their learning.





Assessment

Are you collaborating to design a variety of ways for students to demonstrate their learning?



Connect directly to District Wide Essential Standards and learning targets for the unit

Promote efficiency for teachers & equity for students

Determine whether students are proficient using an agreed upon common scoring rubric

Use data to develop a remediation plan by collaboratively analyzing assessment results





Reassessment

Should students have only one opportunity to show you what they have learned?

Do all students learn at the same pace or in the same way?

WHEN

Consider...

- Advisory, Access, Student Support, Tutorial
- Allowing the student to assess at home
- Build into a regular assessment schedule for all students

HOW

Consider...

- Delivering in a different way (oral, project, written, etc.)
- Grouping students with department teachers according to the standards needing reassessment
- Reassessing only the essential standards and not all standards for the unit.

ACCOUNTABILITY

Consider...

- Using a Google form to manage reassessment requests
- Having students show they reviewed the content before they can reassess
- Having students reflect on why the reassessment is needed; what will they do differently this time?



We know that changing grading policy can't be daunting and difficult at first, however, in the long run has proven worthwhile for not only student learning, but for teacher well-being.

Click here for an [SRVUSD teacher-created guide](#) on where to begin making some grading shifts.

The following slides include some places to start making changes, without having to reinvent your grading scales or gradebook.



Where Can I START?



F's

F's usually mean that students have not done the work necessary for a teacher to assess their learning. Teachers can't assess learning when no evidence of learning is turned in.

Labeling students as 'failures' for not learning is not motivational for them or you.

Consider the use of 'Incomplete,' or 'No Mark.' Saying we don't have anything to assess, and their learning is incomplete is more ACCURATE than labeling them as "Failure." This also sends the message that we still expect them to learn.

Where Can I START?



Reassessments

Prioritize students who fall below a certain level

“Reassess” doesn’t mean recreate an entire assessment, it just means allow students to show you the learning that they didn’t show you the first time

Reassess for essential standards/assignments, instead of every assignment.

Reassessment can be informal- be flexible in how they show you their learning

Create limitations that you see fit. You can include hard deadlines (at the end of the unit, quarter, semester, etc.)

Use teacher discretion for the amount of retakes/reassessments you allow students to do

Where Can I START?



AVERAGING

When assessing group work, identify ways to assess individual proficiency in a group setting.

Avoid “grading on a curve”- it creates a hypercompetitive culture, and sends students the message that this is a zero-sum game: Your success means my failure

Use criterion-referenced (rubric) scores and avoid norm-referenced (averages compared to other students) scores.

Ideas for weighting grades:

- Increase in points as year skill progresses (1st essay is worth 50 pts., 2nd essay 100pts, final essay 150 pts.)
- On Schoology - use the ‘factor’ setting on an assignment.

Where Can I START?



AVERAGING cont.

There are other ways to calculate a grade than averaging, in fact, averaging anything is not regarded as an accurate way to measure progress.

Define the meaning of your grade: If an “A” means a student achieved proficiency in all standards, but a “C” means a student was only emerging or progressing in most standards, no averaging is necessary to calculate that.

Explore other grading calculation systems, for example, modal grading, decaying averages, or the Power Law.

Where Can I START?



ZEROS

Hold students accountable for missing work rather than simply recording zeros (on 100 pt scale).

Try establishing a “floor”
INSTEAD of a zero.

- Redefine the floor of your grading system to make it more mathematically accurate and less punitive.

Change the narrative to redefine the floor at 50 or 40 or whichever numerical value, so that failure isn't worth more than success

It's ok to use a zero as a placeholder to communicate that something isn't done yet, as long as that zero is recoverable.

When zeros aren't recoverable, we tell a student that it is too late to learn.

Where Can I START? Separating Learning from Compliance

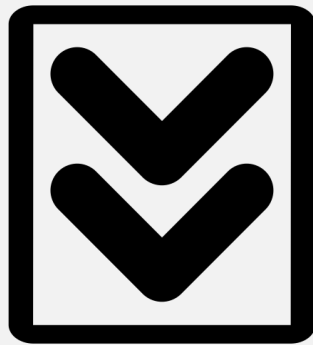


Deducting points from an assignment because of academic behaviors impacts the accuracy of reporting on learning.

- Establish a separate assignment that gives feedback for Academic Behaviors, ie: prepared with all materials, actively engaged in correction(s)/class discussion(s), participation.

- Not everything in a gradebook has to contribute to the report card grade.
- Communicate academic behaviors to families in alternate ways: feedback, emails, phone calls, etc.
- Ensure rubrics are based on standards not behavioral (pictures in color or effort) or procedural (staple on the right side, margins, etc).
- Have students reflect on their own academic behaviors

Deep Learning & Assessment



To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.” NPDL (2020)

Six Global Competencies for Deep Learning

1. Character
2. Citizenship
3. Collaboration
4. Communication
5. Creativity
6. Critical Thinking

4 Elements of Learning Design

1. Pedagogical Practices
2. Learning Partnerships
3. Learning
Environments
4. Leveraging Digital

Traditional Learning: Teacher Driven

Transmits existing knowledge

Compliance oriented

Student is receiver of knowledge

Learning is impersonal

Student agency is unclear

Technology used for transmission and discussion

Deep Learning: Teacher Framed - Student Led

Connects students to real world, authentic problem solving

Builds new relationships between and among learners, teachers, families and communities

Student is inquirer and builds knowledge

Learning connects meaningfully to student interest and voice

Deepens human desire to connect to others and do good

Technology as amplifier and connector

What does Assessment look like in a deep learning environment?

Example 1:

You are taking a class that will teach you how to build a house. How should we assess your learning in that class

Traditional Assessment

We spend a year teaching you how to build a house.

At the end of the year, you take a test on how to build a house.

Authentic Assessment

We spend a year teaching you how to build a house

At the end of the year, you have to build a house to show what you have learned.

Assessment in Deep Learning Environment

We spend a year learning how to build a house together.

We assess our progress along the way, receive feedback, and make adjustments to our learning.

What does Assessment look like in a deep learning environment?

Example 2:

You are learning about Día de Los Muertos in your Spanish class. How should we assess your learning in that class?

Traditional Assessment

We teach you the facts about Día de Los Muertos.

At the end of the unit, you recall the facts on a quiz.

Authentic Assessment

We research how the indigenous Mexican people celebrate Día de Los Muertos.

At the end of the unit, you build an ofrenda to honor those that have passed and incorporates the elements of the tradition.

Assessment in Deep Learning Environment

We research and construct an ofrenda. Together, we compare systems of grieving in a variety of cultures including our home culture.

By the end of the unit, you will have a plan for how you (and your family) may process grief.

What does Assessment look like in a deep learning environment?

Example 3:

You are learning about points of concurrency in a Geometry class. How should we assess your learning in that class?

Traditional Assessment

We teach you the formulas for points of concurrency.

At the end of the unit, you use the formulas to solve computation problems on a quiz.

Authentic Assessment

We develop and prove the formulas for points of concurrency.

At the end of the unit, you use the formulas to solve computation and application problems on a quiz.

Assessment in Deep Learning Environment

We use constructions to write conjectures about the points of concurrency and then prove them.

Using the points of concurrency, we plan for the location of a city transportation hub, receive feedback, and adjust our plan.

Purpose of Semester or Final Exams

PROS

- Students can see how well they have retained course standards.
- Prepares students for collegiate course exams that are often heavily weighted.
- Students remain focused and invested in learning the course standards.
- Can be beneficial for courses that end with a standardized exam (i.e. AP classes).
- Data can be used by teachers to reflect on teaching practices.

CONS

- Preparing for several course exams can be very stressful.
- If the exam is weighted less than 20%, students may not see an increase in their overall grade which impacts motivation.
- Data from the exam is less meaningful
- When students determine the lowest score they need to earn to maintain their current grade.

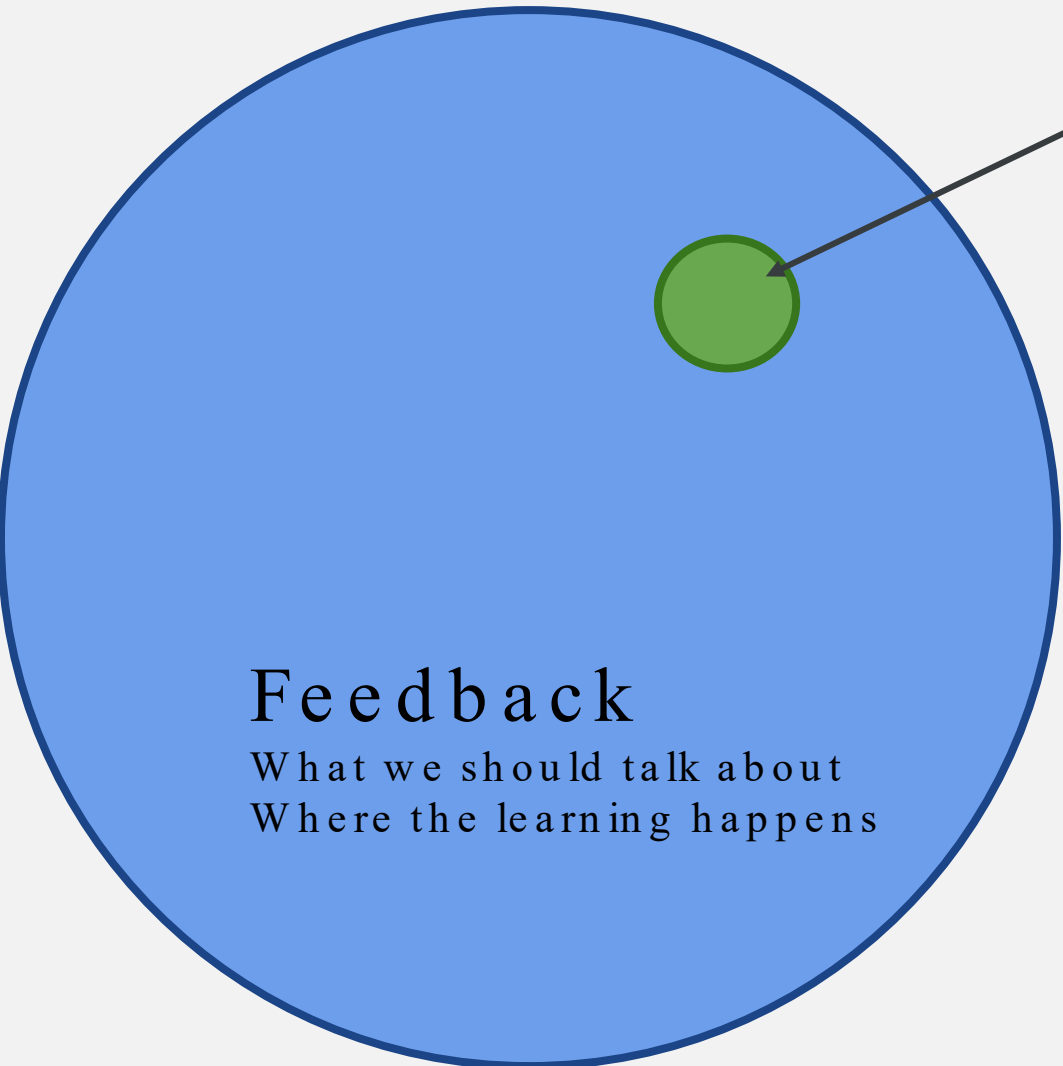
Not ready to refine a whole unit? Start small by picking one and try it out!

<ul style="list-style-type: none"><input type="checkbox"/> Use a rubric-based grading scale that focuses on standards or learning targets.	<ul style="list-style-type: none"><input type="checkbox"/> Hide percentages in gradebook from student view so they can focus on learning and not on the overall grade.
<ul style="list-style-type: none"><input type="checkbox"/> Change to a standards-based scale (i.e. 4,3,2,1,0) instead of a 100-point scale.	<ul style="list-style-type: none"><input type="checkbox"/> Separate behavior, participation, and work habit ratings from academic grades.
<ul style="list-style-type: none"><input type="checkbox"/> Label grading categories in Schoology with standards or learning targets instead of the type of activity.	<ul style="list-style-type: none"><input type="checkbox"/> Instead of a numeric score, give students detailed and specific feedback on their work. Only score the summative assessments.
<ul style="list-style-type: none"><input type="checkbox"/> Encourage students learn the course standards, even if it takes longer, by allowing retakes of assessments or redos of assignments.	<ul style="list-style-type: none"><input type="checkbox"/> Replace the zero in the gradebook with “incomplete” to communicate that this learning still needs to happen.
<ul style="list-style-type: none"><input type="checkbox"/> Eliminate extra credit. Instead, urge students to complete the work that has already been assigned.	<ul style="list-style-type: none"><input type="checkbox"/> Not sure? Ask for help from team members, site administration, or the Standards Based Grading Team.

Feedback and Assessment in a Deep Learning Environment

Learner feedback in real time is exponentially more important to student learning than any score or grade.





Feedback

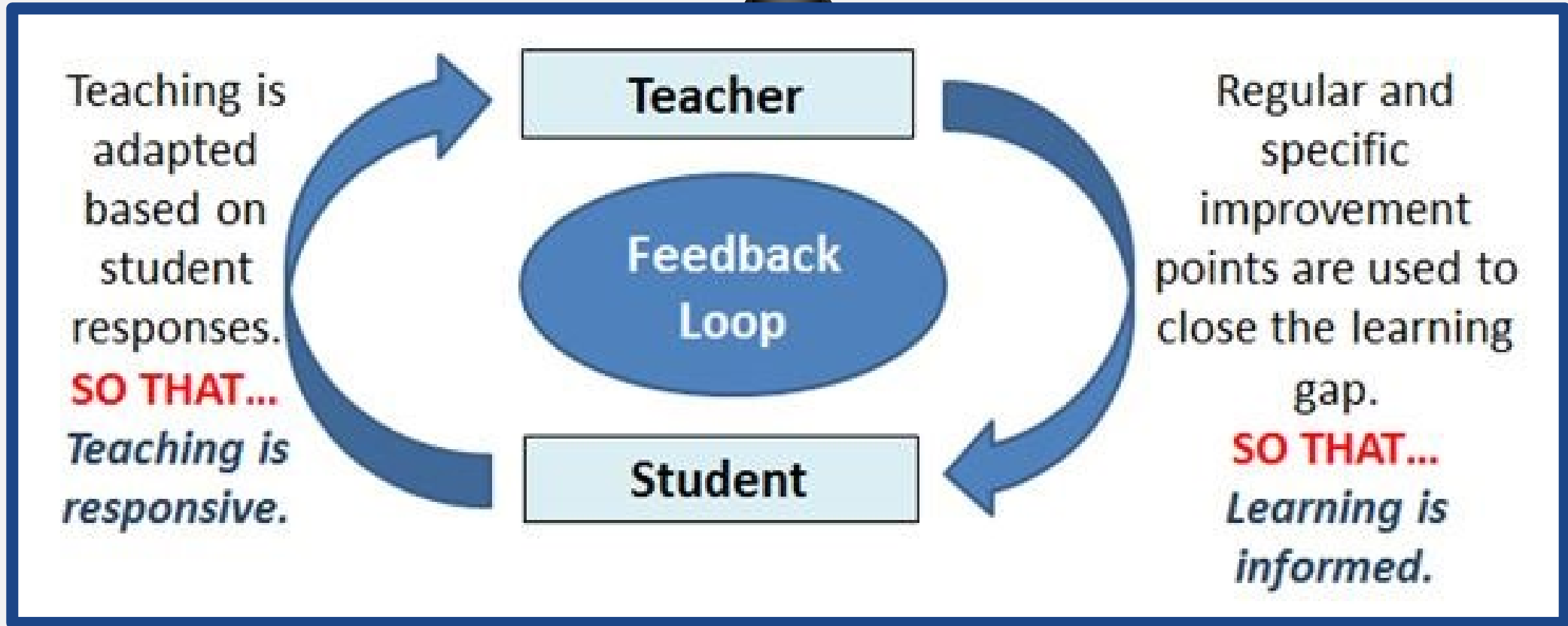
What we should talk about
Where the learning happens

Grades

What we tend to talk about

Providing High
Quality Feedback
=
DEEP LEARNING

Feedback cycles improve teaching and learning





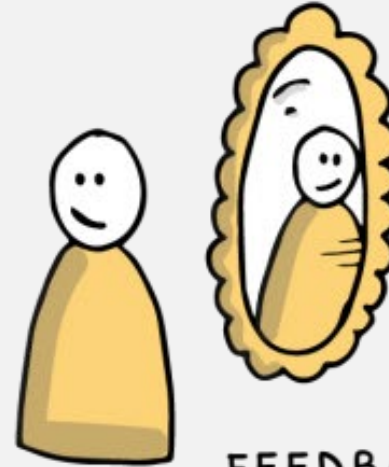
FEED UP

What am I aiming for?



FEED FORWARD

Where to next?



FEEDBACK

Where am I now?



Students are going to learn from feedback; NOT GRADES

Feedback:

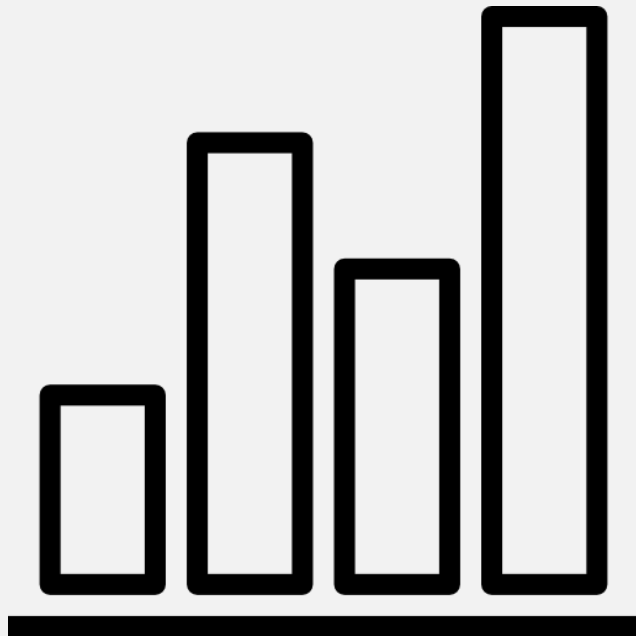
- Is best delivered while students are learning, not after
- Is given on progress towards an Essential Standard, not a student's ability
- Clearly gives students specific ways to improve
- Is given on a regular, ongoing basis
- Speaks to learning as a process
- Is encouraging and motivational



Defining Meaningful Feedback

- Meaningful feedback is understood by the recipient and motivates them to want to learn more effectively.
- Meaningful feedback is clear and focuses on improvement strategies:
 - It enables the learner to think about the learning involved in the task and not just the activity of completing the task.
 - Feedback on where the misunderstandings and misconceptions are occurring assists learners to move to greater understanding and success

Recommended Grading Scales



We recommend the following grading scales for all secondary staff whether traditional or standards-based.

Once adopted, these scales will be set as the district default in information systems.

To simplify the grading process, you will notice there is no longer “+/-” attached to letter grades.



Why We Recommend District Wide Scales

Consistency

Currently, our District has hundreds of grading scales in use. This can be confusing and lead to inequitable outcomes for students. We recommend the scales in this guide for consistency and ease of use for students, parents and staff.

Fewer delineations in grades means more accuracy.

Accuracy

Using similar scales enables ease of collaboration for staff and departments as we transition to District Wide Essential Standards

Collaboration

Simplicity

Once adopted, Schoology defaults will be set to these recommended scales.

(Possible)
Standards Based
Reporting
Structure

M	Mastery Understanding	4
P	Proficient Understanding	3
E	Emerging Understanding	2
N	Not Yet Demonstrated	1
I	Incomplete Evidence	0

Students Might Say

Mastery Understanding	Proficient Understanding	Emerging Understanding	Not Yet Demonstrated	Incomplete Evidence
<p>“I can justify my work or the work of another using academic vocabulary.”</p> <p>“I can make connections that were not directly taught.”</p>	<p>“I know what I need to do and can complete it on my own.”</p> <p>“I get it.”</p>	<p>“I know what I need to do but cannot do it without help.”</p> <p>“I kind of get it.”</p>	<p>“I do not know where to begin.”</p> <p>“I am just starting to learn this but do not understand it yet.”</p>	<p>“I did not do the work or the work was not on topic.”</p>



Teachers Might Observe

Mastery Understanding	Proficient Understanding	Emerging Understanding	Not Yet Demonstrated	Incomplete Evidence
<p>Student can demonstrate deep understanding of a given skill, concept, standard, or learning target.</p> <p>Student can justify their own work and the work of another.</p>	<p>Student understands a skill or learning target.</p> <p>Student identifies and corrects errors with minimal or no support.</p> <p>Student can explain their thinking.</p>	<p>Student has basic understanding of a skill or learning target.</p> <p>Student identifies and corrects errors with some support.</p> <p>Student may need periodic reteaching.</p>	<p>Student understanding is inconsistent.</p> <p>Student needs help identifying and correcting errors.</p> <p>Student needs frequent reteaching.</p>	<p>Student understanding has not been demonstrated.</p> <p>Student work is incomplete or missing.</p> <p>Student needs support to start work.</p>

What should a letter grade mean?

A	A	B	C/D	F/NM/I
A student is either mastering or proficient in all standards in a course.	A student is mostly demonstrating mastery or proficiency in course standards, but may be emerging in very few categories.	A student is demonstrating a mostly emergent level of understanding of standards, yet may demonstrate proficiency or needs in some areas.	Regardless of other scores, a student is not yet demonstrating an understanding of the course standards.	Insufficient assessment data to determine understanding.
Mastery Understanding	Proficient Understanding	Emerging Understanding	Not Yet Demonstrated	Incomplete Evidence

Fail (F), No Mark (NM), and Incompletes (I)

We believe grades are indicators of learning, we do not believe that an “F” (meaning “Failure”) is a practice which motivates student learning.

Since we also believe all students can and must learn, we understand telling students that they are failures at learning does not lead to further learning.

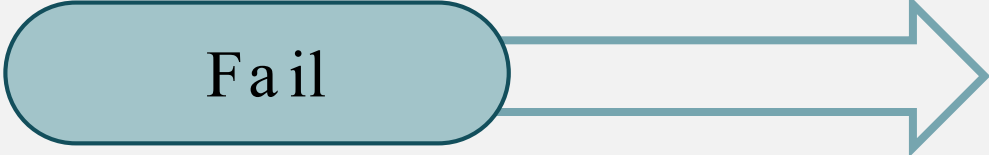
However, most importantly, grades need to be accurate and, therefore, we cannot indicate a student has shown learning where they clearly have not.

Most often F’s reflect a lack of student work. In other words, F’s most often mean we do not have sufficient evidence to assess learning. Our grades should reflect that when it is the case.

Since we expect students to learn and we must hold that expectation until it is completed, a No Mark (insufficient evidence) or an Incomplete (we still expect this learning to happen) is more accurate.

Fail, No Mark & Incomplete

Fail



- Student does not receive credits toward graduation.
- Grade impacts overall GPA.
- Remediation optional for credit recovery.

No Mark



- Student does not receive credits toward graduation.
- Grade does not impact overall GPA.
- Remediation optional for credit recovery.

Incomplete



- Student does not receive credits toward graduation.
- Grade does not impact overall GPA.
- Remediation required - graduation requirement.

Using Schoolology for Mastery or Standards Based Learning

schoolology[®]
learn. together.

This is a brief overview of how Schoolology can look in a Standards Based Classroom from the teacher's view.

There are links to more in-depth processes in the upcoming slides.



Reporting Course Grades Using Standards Based Grading with the Schoology Mastery Gradebook

Use rubric scores (0 - 4) to report the current level of understanding for a course standard.

A decaying average converts rubric scores to an overall score for each course standard.

The overall scores for each course standard are averaged to calculate the course grade.

A	All Mastery/Proficient	3.0-4.0
B	Mastery, Proficient, and Emerging	2.0-2.9
C	Proficient, Emerging, and Not Demonstrated Yet	1.4-1.9
D	Emerging and Not Demonstrated Yet	1.0-1.3
F	Incomplete	0-0.9

How Schoology Calculates a Decaying Average in the Mastery Gradebook

1st Assessment

Student score: 3

3

2nd Assessment

Student score: 2

$$0.70(2) + 0.30(3)$$
$$= 1.4 + 0.9$$
$$= 2.3$$

2.3

3rd Assessment

Student score: 4

$$0.70(4) + 0.30(2.3)$$
$$= 2.8 + 0.69$$
$$= 3.49$$

3.49

The overall score for an individual course standard is calculated using a 70/30 decaying average. The most recent assessment score carries 70% of the weight and the previous average carries 30% of the weight. It is recommended that each individual course standard be assessed a minimum of three times. In the example below, the final score for this course standard is 3.49, which is Proficient.

Day-to Day Schoology Recommendations

Organize Courses

Use folders to organize your course

Add descriptions that explain what topics will be covered that week

Add clickable "buttons" for easy access of important links

[LINK: Example Organization](#)

Communicate with Families

Post your course policy and the District Mastery Scales to your Schoology Course page

Send regular emails

[LINK: Example Communication](#)

Be Transparent

Utilize your district iPad or Notability to scan daily notes and classwork.

This will allow absent students to see assigned work and parents to know what's going on in the classroom.

Utilize 3rd Party Apps

Consider using Formative, EdPuzzle, Illuminate

Formative allows you to provide descriptive feedback directly to the student from within the program.

Making the Grading Process Transparent in Schoology

1

CONSIDER

2

COMMUNICATE

3

TEACH

4

LINK

Consider aligning grading practices with department teams to support the process.

Communicate grading strategy and gradebook setup in the course syllabus.

Teach students how to view grades/scores within the gradebook.

LINK: [How to View Standards Based Grades](#)

LINK: [Student View for District Mastery](#)

Link resources from the parent or guardian view to see grades

Cheating & Academic Integrity



How do we address
cheating and
academic integrity
with a learning
focused mindset?



Cheating and Academic Integrity Violations

Cheating should be treated in two ways:

as a negative behavior...

as an obstacle to learning...

that we do not want students engaged in.

that have behavioral consequences that are collaboratively decided upon by staff.

that is reported separately from academic progress.

when a student who cheats is exempted from responsibility for learning the essential standards.

when the grade for a student who cheats is not accurately reported.

Recommendations for How to Handle Cheating:

1: VERIFY INCIDENT

Verify that cheating occurred; if needed, ask site administration for help. Inform the student's parents/caregivers.

2: INFORM ADMIN

Refer the cheating incident to site administration for disciplinary consequences.

3: STUDENT ACCOUNTABILITY

Student Accountability: Develop an academic plan for holding the student accountable for learning the unit content.

4: ASSESS LEARNING

Require reassessment to determine the student's level of learning for the standards or learning targets.
Cheating does not exempt a student from required learning.

Why not assign an academic punishment for cheating?

One might think...

The student deserves a zero.

The student should not be able to earn 100% or mastery.

The student should not be able to redo or reassess.

A student who cheats again should not get a 2nd chance.

In response...

Instead of a zero, give an incomplete communicating that the student is still accountable for learning the material. Zeros without an opportunity to reassess can result in an overall course grade that misrepresents student learning.

Cheating is a behavior. Behaviors should not impact a student's score for an assessment. If a student completes mastery level work on the reassessment, then mastery should be recorded to accurately communicate the learning achieved.

It is our responsibility to provide opportunities for students to practice the standards and to evaluate their level of understanding of those standards.

Cheating does not exempt a student from required learning. While we may be frustrated with their behavior, the true consequence for avoiding learning is the requirement that they learn the standard.

SAMPLE PLANS FOR ACADEMIC DISHONESTY

Cheated on a quiz

Suppose a student used a "cheat sheet" while taking a quiz.

Help the student set up a plan to review the content being assessed.

If available, give an alternate version of the assessment.

Cheated on an exam

Suppose a student cheats on the second part of a two part exam.

Evaluate the first part of the exam; develop a review plan for the second part.

Assess only the second part using an alternate version or type of exam.

Plagiarized from another source

Suppose a student does not cite work or submits a document that is not their own.

Provide resources for citations; create a plan for completing an authentic document.

Evaluate the revised document using the already developed rubric.

Helped another student

Suppose allows another student to copy their work.

This student does not require an academic plan as their work is authentic and can be evaluated.

Disciplinary consequences may still be enforced.

Conflicts Around Grading



How do we handle
disagreements about a
specific grade?



How Should Grade Conflicts Be Handled?

Disagreements in grading are inevitable and often result in intractable and stressful conflicts which distract focus on learning.

Before entering into a formal grade challenge process, we recommend parties to ask these questions collaboratively.

What standard is being assessed for the reported grade in question?

What evidence did the student produce of proficiency in this standard(s)?

Is there still an opportunity for a student to demonstrate learning on this standard?

Is there still an opportunity to record and report that learning accurately?

Grading for Special Populations



Grading and assessing
students fairly and
equitably

Grading and assessing
students with
disabilities



Before Assessing and Grading Students with Special Needs we should ask ourselves these questions:

Some students need support to ensure they have equal access to education resources and opportunities.

- Students with disabilities that have an IEP or 504 plan
- Students with limited English proficiency
- Students from economically disadvantaged families
- Students who are homeless
- Students preparing for non-traditional fields
- Students with a family member who is part of the armed forces and is on active duty

(CA Department of Education)

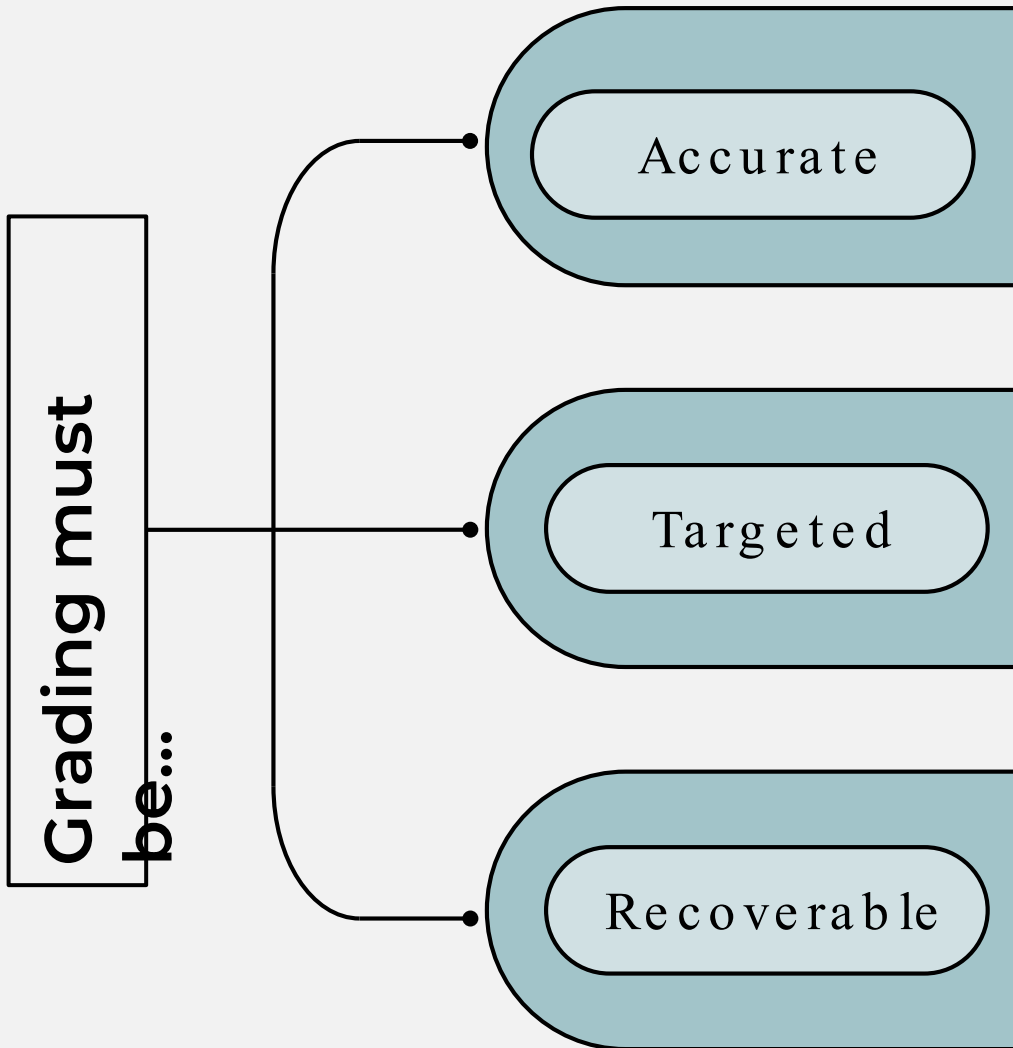
Are we aware of the students' needs and factors that may hinder them from demonstrating their learning?

Have we followed the accommodations the student is legally entitled to?

Have we removed factors that will artificially lower a student's grade due to their circumstance?

Have we enabled students to show their learning in a way that works best for them?

Grading Students with Disabilities



Regardless of a student's disability, we must still accurately reflect that student's progress toward standards.

Students with disabilities should be graded on the standards and not on executive functioning pieces that may be irrelevant to the learning target.

We know students with disabilities can take longer to learn concepts. We need to allow time for the learning to happen.

Grading Students with Disabilities

Questions to ask when grading students with special needs?

Non-punitive

Are we subtly punishing students for having a disability which causes them to take longer to learn, or one which impairs their executive functioning skills?.

Time

Are we holding students previous struggles and earlier mistakes against them?

Accuracy

Are we giving students a higher grade than is accurate because of a disability, thereby lowering our expectation?

Resources & FAQs



Responses to frequently asked questions by staff

Selected books, websites, videos, and social media

Responses to frequently asked questions by parents and caregivers



FAQ's

<p>I need grades to motivate my students.</p>	<p>Student motivation will shift from grades to learning levels. With support and descriptive feedback, students will be motivated to demonstrate a higher level of learning for each standard rather than collecting as many points as possible by the end of the grading period.</p>	<p>Won't learning focused grading take more time?</p>	<p>How you spend your time will be different. Rather than scoring and totaling points to enter into the gradebook for every learning activity, you will be providing descriptive feedback. This feedback is more valuable to student learning than a point total. With this feedback, students can review and revise their work in an effort to be better prepared for future assessments.</p>
<p>Are we doing standards based grading as a district?</p>	<p>There are many individual teachers and departments in our schools that currently use forms of standards based grading. However, as of now, standards based grading is not required. Teachers are being asked to explore the elements and mindset of more learning focused assessment practices and consider making incremental changes to their current grading practices.</p>	<p>Won't students rely on retakes and not study or prepare for the first test?</p>	<p>You might be surprised! Once you build a classroom environment that provides opportunities for all students to succeed, students will appreciate the opportunity to prove proficiency without having to rely on retakes.</p>
<p>How do I hold students accountable for work habits?</p>	<p>Classroom behavior, work habits, participation, and attendance are all integral parts of learning and should be communicated in IC. However, those reports should not obscure information about academic</p>	<p>Won't students turn a ton of things in late right before the grading period ends?</p>	<p>If formative learning activities do not impact the overall grade in the course, then "no" students will not try to turn in assignments for late credit. Hopefully, before the end of the semester, students will understand the value of doing the practice work prior to a summative assessment.</p>



Recommended Books for Staff

[How To Grade For Learning](#)
[Ken O'Connor](#)

[On Your Mark:](#)
[Thomas Guskey](#)

[Grading For Equity:](#)
[Joe Feldman](#)

[Grading from the Inside Out:](#)
[Tom Schimmer](#)

[Fair Isn't Always Equal](#)
[Rick Wormeli](#)

[Standards Based Learning In](#)
[Action: Tom Schimmer](#)

[Ungrading:](#)
[Alfie Kohn](#)

[Elements of Grading:](#)
[Douglas Reeves](#)



Recommended Websites and Social Media for Staff

Websites

[Grading For Growth](#)
[McTownseley.net](#)
[ACSD Iowa Approach to Learning](#)

SRVUSD Teacher Resources

[C- or lower end of sem.](#)
[End of Sem Re-quiz alert](#)
[EBG-How to View Grades on Schoology](#)
[Test Correction and Reflection Sheet](#)
[Grade Summary](#)
[Smartie Guide to SBG](#)

Grading and Assessment Internet Resources

Twitter Accounts

[#ungrading](#)
[Tyler Rablin](#)
[The Standards Based Classroom](#)
[Matt Townsley](#)
[Rick Wormeli](#)

Other Resources

[Resources and Templates](#)
[35 Resources for Mastery Grading](#)
[How much should homework count?](#)
[Assessment with a Growth Mindset](#)
[Grading with a Standards Based Mindset](#)

Thank you!