



Assessment and Grading Beliefs and Practices

Assessment is a comprehensive set of practices that analyze, inform and drive student learning.

Effective grading practices are necessary for improved teaching and learning.

Guiding principles	Best practices	Discontinued practices
<p>1. We believe assessment and grading are <u>ongoing</u> processes that guide continuous learning.</p>	<ul style="list-style-type: none"> ● Teachers will allow students to demonstrate their learning in a variety of ways. ● Teachers will provide opportunities for practice, retakes and revisions. ● Teachers will determine proficiency by considering multiple points of the most recent data. ● Teachers will provide feedback to reflect student progress toward learning goals and inform continuing instruction. ● Teachers will base homework on identified learning targets. ● Teachers will use homework to check for understanding and provide feedback. ● Students will complete assessments to demonstrate the acquisition of knowledge and skills. 	<ul style="list-style-type: none"> ● Teachers will not determine grades based on a single assessment. ● Teachers will not determine grades based on the mathematical average of scores earned over time. ● Teachers will not assign a summative grade without providing the student with an opportunity to respond to formative feedback.
<p>2. We believe grading should be standards-based and reflect what students <u>know and are able to do</u>.</p>	<ul style="list-style-type: none"> ● Teachers will determine grades that reflect evidence of student learning. ● Teachers will determine grades based on mastery of standards. ● Teachers will use a variety of developmentally appropriate methods and tools to assess learning. ● Students will know which learning standards and goals they are working on. 	<ul style="list-style-type: none"> ● Teachers will not grade student work given to provide practice or check for understanding. ● Teachers will not give assessments without identifying the standards with which they are aligned. ● Teachers will not use methods and tools that are not developmentally appropriate.
<p>3. We believe grading should be transparent and promote common understanding between students, parents, teachers and schools.</p>	<ul style="list-style-type: none"> ● Teachers and schools will make sure that grading practices are valid, accurate and consistent. ● Teachers and schools will clearly communicate grading practices. ● Students and parents will have access to feedback and grades. 	<ul style="list-style-type: none"> ● Teachers will not withhold information about student progress.

Guiding principles	Best practices	Discontinued practices
<p>4. We believe grading should support a <u>growth mindset</u>.</p>	<ul style="list-style-type: none"> • Teachers will give feedback to direct and motivate continuous learning. • Teachers will provide feedback that helps students understand their individual progress against learning goals. • Teachers will provide methods for students to track their progress towards learning goals. • Students will anticipate success in acquiring knowledge and skills. • Students will employ strategies to promote successful learning. • Students will recognize and track their progress toward learning goals. 	<ul style="list-style-type: none"> • Teachers will not give a final grade on student work without first offering the student formative feedback and an opportunity to redo or revise the assignment. • Teachers will not track grades without sharing them with students and parents.
<p>5. We believe grading should <u>ONLY</u> reflect student achievement.</p>	<ul style="list-style-type: none"> • Teachers will only consider achievement scores in determining grades. • Students will demonstrate the knowledge and skills they have acquired. • Students will submit proof of remediation, such as completing missing/alternate assignments prior to retaking a test or re-submitting a project. • Students will receive grades only on assignments that demonstrate what they know and are able to do. 	<ul style="list-style-type: none"> • Teachers will not consider behavior, effort, attendance, class participation, missing work or extra credit when determining academic grades.
<p>6. We believe the <u>purpose of homework</u> is to check for understanding, provide feedback, and prepare students for summative assessment.</p>	<ul style="list-style-type: none"> • Teachers will only assign homework that is aligned with learning targets. • Teachers will only assign homework that supports a student's individual learning needs. • Teachers will only use homework to check for understanding and provide feedback; it will not be graded. • Students will complete homework to advance their knowledge and skills. 	<ul style="list-style-type: none"> • Teachers will not grade homework that is given for practice or to check for understanding. • Teachers will not assign homework that does not support growth toward identified learning targets (i.e. word searches, coloring book pages, copy of text passages).