

- Students may be required to complete additional review materials/ opportunities that must be completed prior to the retake.
- Students will then be given an assessment assessing the same skills, which will need to be completed before or after school (Power Hour or Academic ER) or at the discretion of the teacher.
- Most recent grade will be the final earned grade.

### **LATE WORK / ZEROS**

- If a student does not complete or turn in a summative assessment, an NS (Not Sufficient) is entered into PowerSchool until the summative is completed and turned in.
- Zeros are entered into PowerSchool when the student has shown no learning has taken place, but an attempt has been made.
- Late, missing and incomplete work is not counted against a student's overall class score, however it is recorded as a comment on assignments and is reflected in the work habits score.

### **EXTRA CREDIT**

- No extra credit is given in a Standards Based Grading system, as we instead are providing specific feedback about student progress on every learning target.

### **CHEATING**

- Scores in PowerSchool are not affected because of cheating, however, a discipline referral is submitted to the principal in cases of cheating and the work must be redone by the student.



# A Parent's Guide to **MIDDLE & HIGH SCHOOL Standards-Based Grading**

## **WHY?**

More than a decade ago Dansville Schools began our assessment and grading journey because our experiences and research showed that traditional grading actually hurts student motivation. We then dug more deeply into the assessment research to learn what kind of assessment and grading motivates students. Based on our findings, we began our move to standards-based grading and assessment.

### **What are the benefits of standards-based grading?**

- Students take responsibility for their own learning.
- Students have a clear understanding about what needs to be learned.
- A student's grades communicate only his or her knowledge and skill in each content area.
- Students are taught that work habits are also important life skills and they are intentionally communicated separately to provide clear feedback for students and parents.



## Standards-Based Grading Overview

### 1. Clear learning targets have been developed based on the state and/or national standards in all subjects.

- Learning targets are written in student-friendly language.
- Students receive learning targets for each lesson or as part of the unit.
- All lessons and student work are linked to a learning target.
- Summative assessments state the learning targets for the specific skills assessed.

### 2. Teachers have created a rubric to go with each of their learning targets.

- A rubric is a scale that communicates grade-level expectations for learning targets and describes levels of understanding.
- Rubric Scale

NS: Not sufficient data to allow staff to assign a rubric score.

- 1: The student's performance shows limited proficiency and significant additional practice is needed.
- 2: The student's performance shows partial proficiency but additional practice is needed.
- 3: The student's performance shows grade level proficiency of the target.
- 4: The student's performance shows grade level proficiency of the target and further application of the target.

### 3. There are three different types of work and feedback:

- **Formative work** (quizzes, homework, study guides, class work, etc.) is practice for the learning target, which is crucial to the learning process. It is not included in the grade, as students are still learning and aren't ready to be assessed for their learning yet, but this work is used to determine work habits scores. The feedback given on the formative assessments helps students understand their current progress toward meeting grade-level expectations and what they need to do to improve.
- **Summative work** (tests, projects, performances, labs, etc.) is the final assessment for the learning target. It is included in the grade, and the feedback helps students understand if they are meeting grade-level expectations of each target assessed.
- **Work Habits** are skills students need to be successful learners (and future employees). The scores are a separate grade, and the feedback helps students understand what they can do to improve their employability skills.

### 4. Students track their progress on learning targets and work habits.

- Teachers use many different methods to help students track their progress, including tracking forms, graphs, and written reflections.
- These trackers are also research-based and provide a means of motivation for students.

### 5. Parents and students can use PowerSchool to check student progress:

*PowerSchool email updates list an overall grade, but for more detailed information, log in to PowerSchool and click on the blue rubric scores.*

- **Formative Assessment** rubric scores are entered into PowerSchool to provide feedback on student progress, however, they do not count towards the overall score for the class.
- **Summative Assessment** rubric scores are entered into PowerSchool for each learning target. Each learning target is a separate score. These scores are then averaged to give the overall score for the class. These scores are 100% of the overall grade.
- **Work Habits** rubric scores are entered into PowerSchool. These scores are separate from the class score.
- The following shortened codes are used for each of the above: WH (work habits), FA (formative assessment), and SA (summative assessment)

## RETAKES

The goal is for every student to be proficient on every learning target. This will give our students their best possible chance to be successful in their future careers and/or college or other training after high school. For this reason, all students are given the opportunity to retake summative assessments based on the following policy:

- Retakes of summative assessments will be provided **upon student initiation**.
- Student will have **five** school days to initiate a conversation with the teacher about retaking a summative assessment and scheduling the retake.
- Students may then work with the teacher over an agreed amount of time until the student reaches proficiency.
- Retakes can be scheduled for a specific target and/or entire assessment.
- Submission of the original assessment, with or without corrections, may be required before the completion of the retake.
- Students must have all formative assessments completed prior to the scheduled retake date (for the specific targets they are retaking).
- Student must complete some form of documentation before the student can retake (email, note, retake form, sign-up schedule, etc.).