

What is standards-based grading and reporting?

Academic Meaning

In a standards-based grading and reporting system, grades reflect what a student knows and can do. This idea often is referred to as *academic meaning of the grade*. Teachers in Grades 6-12 will base report card grades on academic achievement only.

Grading to Standard

In a standards-based grading and reporting system, grades also reflect what students know and can do in relation to grade-level or course expectations. This idea often is referred to as *grading to standard*.

Clearly Defined Procedures

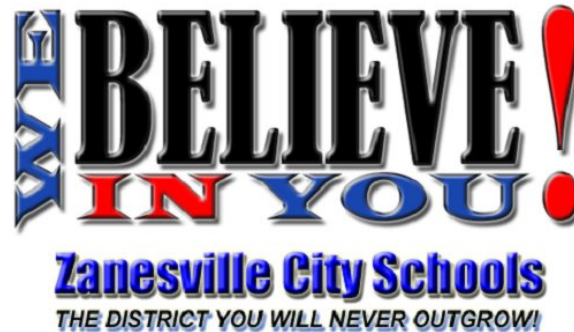
In a standards-based grading and reporting system, grading practices are fair and manageable and they support effective teaching and learning. Required procedures for grading are defined, used consistently, and explained clearly to students and parents in writing at the beginning of a semester or school year, or when grading procedures change.

Why is Zanesville City Schools implementing standards-based grading and reporting?

Standards-based grading and reporting helps to improve student achievement by focusing on four critical questions:

- What do students need to know and be able to do?
- How will we know that they have learned it?
- What will we do when they haven't learned it?
- What will we do when they already know it?

Grades based on curriculum standards become triggers for action. Standards based grades help teachers plan their instruction so they can challenge and support all students. They help parents know the academic areas in which a student meets or exceeds expectations, needs challenge, or needs support.



Standards-Based Grading



A parent, student and staff guide to standards based practices in the 21st Century.

Zanesville High School

Grover Cleveland Middle School

Roosevelt Middle School

Grading and Reporting

Zanesville City Schools • Effective August 2010

Procedures for grading, homework and reteaching/reassessment will be applied consistently within and among Grover Cleveland, Roosevelt and Zanesville High School. School staffs will communicate course specific grading procedures in writing to students and parents at the beginning of a semester/school year.

Complete document can be found at www.zanesville.k12.oh.us

Assessment Types

The key component driving the instructional actions of the teacher is the use of **Diagnostic**, **Formative** and **Summative** assessments. Understanding the definition of each assessment type and how they are used, will be essential for the student and parent.

- **Diagnostic Assessment** (Pre-Testing) – takes place prior to instruction; designed to determine a student's strengths, knowledge or skills in order to identify student needs. Teachers will communicate these results but not include them in the overall grade.
- **Formative Assessment** (Practice) – designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class. Includes: quizzes, initial drafts/attempts, homework, and questioning during instruction. Teachers will communicate these results but not include them in the overall grade.
- **Summative Assessment** (Assessment of Learning) – designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction, including quizzes, tests, exams, quarterly assessments, final drafts, assignments, projects and performances. Summative assessments provide measurable evidence of learning and therefore will be counted in the averaging of grades

Grading

- Grades on report cards are intended to accurately reflect individual student achievement in relation to Ohio Academic Content Standards and/or AP/College Curriculum.
- Only scores on **SUMMATIVE ASSESSMENTS** will be counted in the averaging of grades.
- Assessments varied in format and task type may include but are not limited to tests, projects, reports, exhibits, presentations and discussions.
- There should be 5-10 summative assessments per nine weeks.
- Teachers will assign consistent, appropriate and meaningful homework that is related to and reinforces the curriculum.
- Extra credit points will not be used.
- "Attendance" points will not be used.
- Teachers will keep records of students' timeliness and record this as a behavior when not completed.
- **Teachers will assign consequences as they would for any other unacceptable classroom behavior for incomplete assessments.**
- Students who are late with assessment evidence could be required to come in before school, at lunchtime, or after school where they will receive both the assistance and time they need.
- A grade of **"incomplete"** will be assigned in the gradebook until the assessment is completed.
- The report card grades will remain both letter and numeric grades

90-100	A	Advanced
80-89	B	Accelerated
70-79	C	Proficient
60-69	D	Basic
50-59		Limited

Re-Assessment

- Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes student learning. Teachers communicate achievement standards to students, plan instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning..
- Reassessment of summative assessments **will be required on any score below a proficient level.**
- When reassessment is offered, all students may reassess, regardless of grade on original task/assessment if they meet the following requirements:
 - complete all required formative assessments
 - complete reteaching/ relearning activities as determined by the teacher.
 - Reassessment is completed within the predetermined timeline
- When tasks/assignments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
- Only one reassessment opportunity is offered per task/assessment.
- Reassessment opportunities will be offered in every course except in courses set by outside institutions.
- The following assessments/tasks that indicate a final measure of learning may not be reassessed:
 - End of course or quarterly exams
 - Final research papers, reports, or essays
 - Culminating projects or performances