



**Muskego -
Norway
School
District's
Grading
Guidelines
2017-18**

A word cloud graphic with various educational terms in different sizes and colors (dark blue, brown, orange, and grey). The words are arranged in a vertical, slightly overlapping manner. The largest words are "students", "learning", "standards", "communicate", and "grade". Other visible words include "evidence", "feedback", "teachers", "parents", "formative", "evaluate", "inform", "timely", "support", "consistent", "summative", "participation", "habits", "self-monitor", "goals", "descriptive", "specific", "effort", "achievement", "informed", and "timeliness".

evidence
aligned students
feedback teachers
evaluate formative
inform parents
timely
learning support
consistent summative
standards participation
descriptive self-monitor goals
specific communicate
effort achievement
informed
timeliness grade

Revised 7-26-17

Grading for Learning in MNS

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MNS Grading for Learning Practices - Grades K-12

The following grading practices are to be consistently applied within a grade level, academic department, or common course.

All student work, formative and summative, will be explicitly aligned to standards/ learning targets and regularly communicated to the student.

Timely, accurate, descriptive feedback, rich with information that aids improvement and promotes self-reflection, helps to improve student performance. Regular, constructive feedback enhances student willingness to take risks and to learn from their mistakes.

Assessments must be high quality, relevant, and based on learning targets that are connected to standards. Students should be made aware of expectations of what will be assessed prior to learning. Assessment is made up of two types of assessment: formative (risk-free feedback for students and teachers) and summative (end-of-unit assessments, final exams, and projects). Formative assessment occurs during the learning process. The intent of formative assessment is to provide students feedback on areas for further growth as they learn. Summative assessments provide evidence of learning. The intent of summative assessment is demonstration of mastery of standards/learning targets.

2. When assessing student work, meaningful, timely, and specific feedback will be provided.

The type and timelines of feedback are dependent on the assessment (e.g. project, homework practice, formative assessment, or summative assessment). Teachers will provide feedback in a manner (within seven [7] calendar days) that is beneficial to student learning. Teachers will provide feedback on scored work within seven calendar days of the due date.

3. All summative assessments must be completed to earn credit or a final grade in a course.

Summative assessments such as chapter or unit tests, semester exams, culminating long-term projects, essays, etc., must be completed to earn credit or a final grade in a course.

MNS Grading for Learning Practices-Grades K-12

The following grading practices are to be consistently applied within a grade level, academic department, or common course.

- 4. Students will be offered multiple opportunities to show proficiency. Consistent reassessment/retake practices will be applied and communicated.**

Teachers will implement a consistent retake practice that ensures students have multiple opportunities to show proficiency on a learning target or standard. Grade levels, academic departments, or common courses at the high school will establish a consistent practice regarding the number of retake opportunities and the timeliness in which they will be completed.

- 5. Homework that is used as preparation and practice should be risk free, not graded, and used to inform instruction. In specific cases in which homework is used in a grade, departments/grade levels/common courses will determine the extent homework may be included in the grade.**

Homework can be used in multiple ways: preparation, practice, extension, and integration. Of these four categories, preparation and practice should be risk-free. However, teachers can choose to grade any category of homework as long as a consistent policy regarding the extent to which homework will be used as part of a grade, is consistent within a grade level, academic department, or common course at the high school.

- 6. Extra credit, bonus points, challenge points, etc., will be directly related to the curriculum, standards, and learning targets of a course.**

If extra credit is offered, teachers will ensure that the extra credit provides students with opportunities to show learning that corresponds to learning targets and/or standards. Grade levels, academic departments, or common courses at the high school will establish a consistent practice regarding the extent to which extra credit will be used as part of a grade.

- 7. An “I” (incomplete) will be placed in the grade book for any incomplete work and an “M” (missing) will be placed in the grade book for missing work. Deadlines for completion of incomplete and missing work will be consistent.**

Grade levels, academic departments, or common courses at the high school will establish a consistent practice regarding deadlines for completion of incomplete and/or missing work.

MNS Grading for Learning Practices –Grades 5-12

The following grading practices are to be consistently applied within a grade level, academic department, or common course at the secondary level.

8. Grading scale for teachers of middle level courses.

Middle School Proficiency Grading Scale

Scores reflect what a student knows and is able to do related to grade level or content standards. These standards are informed by state and national resources including the Common Core State Standards and College Readiness documents.

The degree to which a student has mastered a standard is reflected as a 4, 3, 2, 1 or 0. These numbers are correlated with letter grades. However, teachers may also use a half number score to reflect a student's performance: 3.5, 2.5, 1.5, or .5.

Proficient	A	(4)	Student demonstrates a thorough/detailed mastery of content standards.
	B	(3)	Student demonstrates adequate mastery of content standards.
Not Proficient	C	(2)	Student demonstrates partial understanding and is making progress towards proficiency or content standards.
	D	(1)	Student demonstrates minimal understanding of content standards.
	F	(0)	Student does not demonstrate understanding of content standards.

Conversion Scale

(For ongoing, up-to-date communication as well as a final grade.)

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Upper	4.0	3.46	3.19	2.92	2.65	2.39	2.12	1.85	1.59	1.32	1.0	0.79
Lower	3.47	3.2	2.93	2.66	2.4	2.13	1.86	1.6	1.33	1.06	0.8	0
Range*	0.53	0.26	0.26	0.26	0.25	0.26	0.26	0.25	0.26	0.26	0.2	0.79
Range**	0.8		0.79			0.79			0.79			0.79

- Letter grades will be given at the end of each quarter.
- High school courses taught at the middle level will use the high school grading scale.

* Range between + and -

** Total range within a letter grade

9. Scoring System for teachers of high school courses.

All common courses will have consistent grading practices in gradebooks.

- If gradebook categories are used, common courses must have the same categories. If categories are weighted, common courses must have the same percentages for each category.*
- If points are used, common courses must use points. Teachers using points will adequately represent each category in the overall grade.*

Muskego High School Grading Scale

Letter Grade	Percentages
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

10. All teachers will use Infinite Campus as their grading platform.

MNS PROFICIENCY GRADING IN GRADES K-4

Rationale and Description

Rationale

Communicating evidence of learning and providing specific feedback describing what a student knows and is able to do is the purpose of a grade. One way of providing this information is by measuring a student's knowledge and skills against learning expectations provided through grade-level goals and state and national standards. Analysis and communication of individual student learning will be provided to students, parents, and teachers by using proficiency grading.

Highlights of Proficiency Grading

- Provides information specific to knowledge and skills achieved
- Report cards communicate proficiency within the main standards being addressed at each grade level and content area
- Progress within a standard is tracked and reported
- Allows for acceleration opportunities when students have mastered the standards
- Provides consistency: all teachers use proficiency grading and reporting with grades assigned using the table below

Benefits of Proficiency Grading

- Students receive grading that is informative, motivating, and challenging.
- Parents receive consistent communication among teachers and throughout grades K-8. They also find the information on student achievement and progress over time informative and helpful.
- Teachers utilize the information provided to adjust instruction so that it is appropriate for individual students.

Proficiency Grading Scale

	Interpretation of Scores
	Progress toward the Standard
E	Exceeding the Standard
M	Meeting the Standard
A	Approaching the Standard
N	Not yet demonstrating the Standard



Spring 2015

Summer 2015

- ## Fall 2015

- ## 2015-16 School Year

- Training and professional development for full staff and parents implemented
- Revised report card implemented for all K-4 students

MNS PROFICIENCY GRADING IN GRADES 5-8

Rationale and Description

Rationale

Communicating evidence of learning and providing specific feedback describing what a student knows and is able to do is the purpose of a grade. One way of providing this information is by measuring a student's knowledge and skills against learning expectations provided through grade-level goals and state and national standards. Analysis and communication of individual student learning will be provided to students, parents, and teachers by using proficiency grading.

Good for students—students find this type of grading informative, motivating, and challenging.

Good for parents—parents value the consistent communication among teachers and throughout grades K-8. They also find the information on student achievement and progress over time informative and helpful.

Good for teachers—teachers appreciate the information provided which is used to adjust instruction so that it is appropriate for individual students.

Highlights of Proficiency Grading

- Provides information specific to knowledge and skills achieved
- Report cards communicate proficiency within the main standards being addressed at each grade level and content area
- Progress within a standard is tracked and reported
- Supports personalization of learning
- Provides consistency: all teachers of grades 5-8 use proficiency grading and reporting with quarterly letter grades assigned using the table below

Proficiency Grading Scale

Scores reflect what a student knows and is able to do related to grade level or content standards. These standards are informed by state and national resources including the Common Core State Standards and College Readiness documents.

The degree to which a student has mastered a standard is reflected as a 4, 3, 2, 1 or 0. These numbers are correlated with letter grades. However, teachers may also use a half number score to reflect a student's performance: 3.5, 2.5, 1.5, or .5.

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	B (3)	Student demonstrates adequate mastery of content standards.
Not Proficient	C (2)	Student demonstrates partial understanding and is making progress towards proficiency or content standards.
	D (1)	Student demonstrates minimal understanding of content standards.
	F (0)	Student does not demonstrate understanding of content standards.



A word cloud shaped like a heart, containing terms related to education and learning. The most prominent words are "STANDARDS", "PARENTS", "GOALS", "LEARNING", "TEACHERS", "STUDENTS", "PROFICIENCY", "SPECIFIC", "INFORM", "CONSISTENT", "FEEDBACK", "FORMATIVE", "DESCRIPTIVE", "ASSESSMENT", "EFFECTIVE", "IMPROVE", "ACHIEVEMENT", "MOTIVATION", "ENGAGEMENT", "COLLABORATION", "COMMUNICATION", "CULTURE", "CLIMATE", "COURAGE", "CONFIDENCE", "CONNECTION", "COMMITMENT", "COMPASSION", "CURIOSITY", "CREATIVITY", "CRITICAL THINKING", "CIVILITY", "CIVIL DISOBEDIANCE", "CIVIL DISOBEYANCE", "CIVIL DISOBEDIANCE".

Spring 2015

- ## Summer 2015

- ## Fall 2015

- ## 2015-16 School Year

- ## 2016-17 School Year

- ## 2017-18 School Year

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School Board Policy

SCHOOL BOARD

STUDENTS

MUSKEGO-NORWAY SCHOOL DISTRICT

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GRADING

The School Board recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level 4K – 12.

The Board directs the Superintendent to develop procedures for grading which:

- A. develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- D. provide for a pass/fail grade in programs where appropriate;
- E. provide students the opportunity to assess both their own achievements and their areas of difficulty.

The grading system should not inhibit the professional staff member from learning each student's individual strengths and weaknesses.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the teacher's consent unless overruled by the school principal.



School Board Policy

**SCHOOL BOARD
STUDENTS
MUSKEGO-NORWAY SCHOOL DISTRICT**

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REPORTING STUDENT PROGRESS

The School Board believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

Report cards for 4K through grade 4 students will be issued three times per school year. Report cards will be issued to students in grades 5 through 12 on a quarterly basis.

Parent conferences will be regularly scheduled at all of the district schools. In addition, special conferences will be arranged at the request of parents or school personnel.

Schools shall provide progress reports (generally at mid-term) to parents whenever a student indicates the possibility of failure or a noticeable decline in performance.

Grading for Learning Best Practices/Guiding Principles

Purpose for Grading	<p>The purpose of grading is to communicate the most recent evidence of learning that encompasses what each student knows and is able to do aligned to content/ common core standards.</p> <p>Grades must provide students with timely, descriptive feedback allowing them to be active participants in the learning process: they set goals and determine the specific steps needed to reach proficiency, self-monitor progress, and evaluate their own learning towards meeting learning targets.</p> <p>Grades inform the teacher's next instructional steps to support student learning.</p>
Standards Based Grading	<p>Standards-Based Grading is a way of reporting what students know and are able to do based on state content/common core standards. Links to Common Core standards are below. All other areas follow the Wisconsin Model Academic Standards. http://standards.dpi.wi.gov/</p> <p>Literacy: http://www.corestandards.org/ELA-Literacy</p> <p>Math: http://www.corestandards.org/Math</p> <p>The primary goal of standards-based grading is to better communicate what each student knows and is able to do according to state content/common core standards. The influence of positive and consistent work habits (e.g. timeliness, effort, participation) should be reported separately from achievement of standards. In a standards-based reporting system, students and parents will see evidence based on a specific standard versus a grade on a quiz, assignment, etc. For example, when reviewing a teacher's grade book or report card, parents/students will see that grades are associated with standards instead of quiz #1, homework assignment #7, etc. A standard may read: The student can explain how an author develops a point of view; The student can use multiplication or addition to calculate area.</p>
Consistency in Grading	<p>Being consistent with how teachers grade within one class and across grade level/ discipline is important. Teacher use of common tools, such as summative assessments, exemplars, goals and learning targets will provide consistency in grading. Rubrics provide clear and constructive feedback for students to better understand the learning goal and know how their learning will be evaluated. Evaluative criteria/rubrics should be clear, written in student-friendly language and given prior to instruction.</p>
Homework	<p>Homework plays a significant role in supporting student learning when used correctly and in reasonable quantities. Homework is valuable because it extends learning beyond the school day. For the purpose of this policy, research defines homework as risk-free practice of taught skills and concepts. Homework should be directly related to instructional objectives and concepts. Instead of giving grades for homework, use of extensive and specific written feedback assist in homework's role in increasing student learning. Homework policies, instructions, and expectations should be clearly communicated to all stakeholders. If homework is part of the final grade, the weight or value should be considerably less than the summative assessments.</p>

Grading for Learning Best Practices/Guiding Principles

Assessment & Feedback	<p>Students are motivated when they think learning goals and assessments are meaningful and when they believe they can successfully learn and meet the evaluative expectations. Timely, accurate, descriptive feedback, rich with information that aids improvement and promotes self-reflection, is more important than a grade to improve student performance. Regular, constructive feedback enhances student willingness to take risks and to learn from their mistakes.</p> <p>Assessments must be high quality, relevant and based on learning targets that are connected to standards. Students should be made aware of expectations of what will be assessed prior to learning. Assessment is made up of two types of assessment: formative (homework for practice, risk-free practice) and summative (end-of-unit assessments, final exams, and projects). Formative assessment occurs during the learning process. The intent of formative assessment is to provide students feedback on areas for further growth as they learn. Summative assessments provide evidence of learning. Students have a responsibility for assessing, tracking and setting goals for their own learning based on academic standards. Diagnostic and formative assessments should strictly guide instruction and provide students with information relating to their progress.</p>
Extra Credit	<p>Extra credit awarded for doing extra effort or nonacademic tasks skews grades because effort is awarded, not achievement of proficiency.</p> <p>The practice of giving students extra credit assignments has been criticized for its tendency to distort grades away from being simple measures of performance and content or concept mastery.</p> <p>Extra-credit is not allowed. Students have the opportunity to improve their academic achievement through reassessment options.</p>
Late Work	<p>The true intent of teaching is learning. Students should be encouraged to finish their school work in preparation for developing content knowledge and academic achievement assessments. Since the goal of teaching is learning, it is far better to find ways to have students complete work rather than assigning a zero to missing or late work. In fact, if the punishment for not turning in work is actually completing the work, the teacher and the students gain. Clear definition between due dates and deadlines should be communicated.</p> <p>Do not use penalties for late work but instead set up support systems that eliminate the problem of late work.</p> <p>Provide an opportunity for extended timelines. As a general practice, it is recommended that students be given one day of “grace” for each day of excused absence. In the event an assignment is not submitted on the due date, as a result of an excused absence, no penalty (or additional penalty) is to be applied.</p>

“It matters greatly what students believe about their intelligence.” Carol Dweck

Grading for Learning Best Practices/Guiding Principles

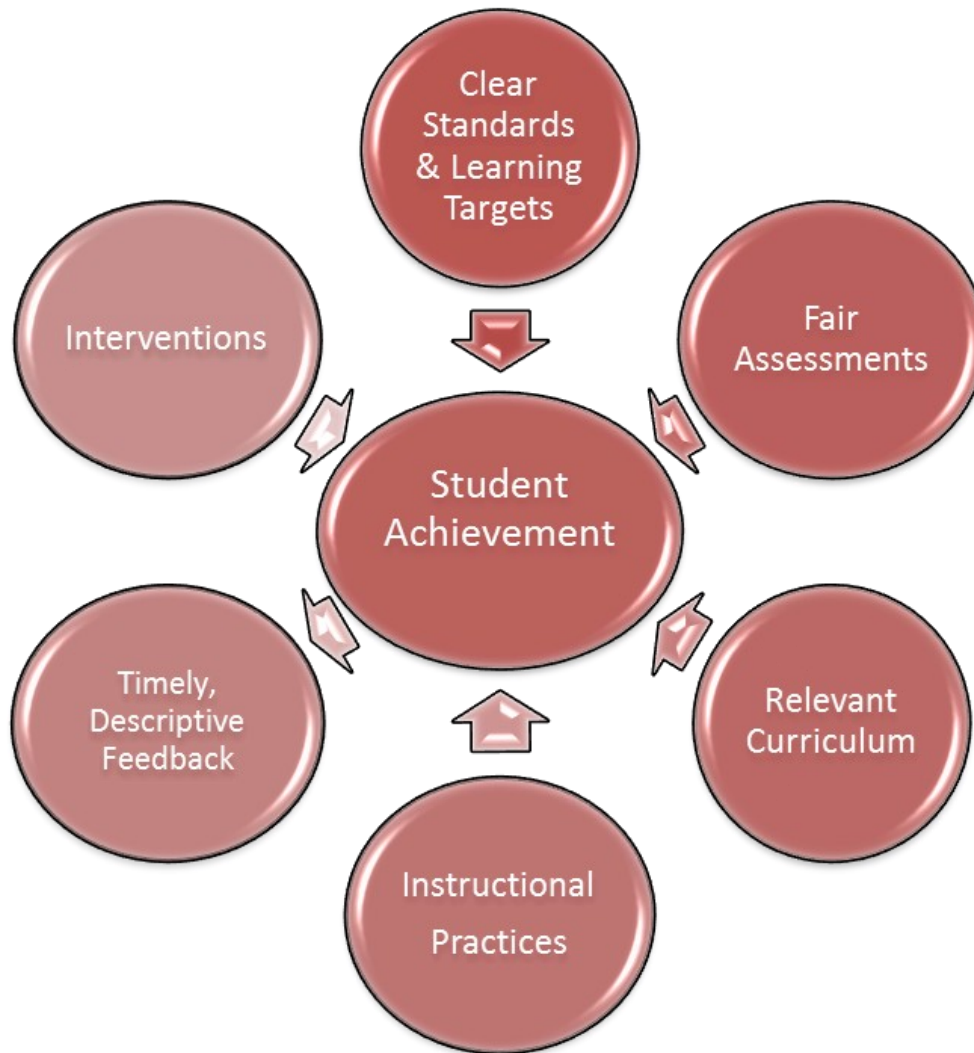
Retakes	<p>Students achieve proficiency at different times. Giving additional opportunities to achieve proficiency is important because it happens in life – learners do not all reach a target at the same time in the same way. A student’s grade should reflect the best evidence of meeting the target.</p> <p>Retakes should be a new or different assessment from the original. Students may need multiple opportunities and varying amounts of time to successfully demonstrate knowledge and skills. Struggling students should be able to continue the re-take process until they show proficiency without penalty for extended time. The grade reported should reflect the best evidence of meeting the standard. Reasonable timelines must be set when providing retakes.</p>
Impact of Zeroes	<p>Including zeroes fails to accurately communicate what a student knows, has learned, or is able to do. Zeroes can have such a powerfully negative impact on a grade that they can have a debilitating effect on student confidence and motivation.</p>
Non-Academic Factors	<p>Non-academic factors such as attendance, behavior, participation, and effort should be provided as feedback and scored/graded separately from learning standards. When these non-academic factors are included in an academic grade, the grade no longer accurately communicates achievement.</p>

**“Mathematic precision does NOT yield FAIRER or
MORE OBJECTIVE grading practice.”**

Tom Guskey

Grading For Learning

Impact on Student Achievement



Grading For Learning

KEY FINDINGS

This is a summary of key findings as communicated by the MNS *Grading for Learning* Study Team. “Key Findings” are not recommendations. The statements below reflect the academic literature, research, and regional/national school district policies.

General Grading Findings

- Teachers should inform all stakeholders (students, parents, community) of learning targets prior to instruction.
- Grades give specific and timely information to promote learning.
- Mastery refers to what students know and are able to do, not the routes taken to get there.
- No research supports the idea that low grades prompt students to try harder. More often, low grades prompt students to withdraw from learning.
- Although it’s true that many students, after a few years of traditional schooling, could be described as motivated by grades, what counts is the nature of the motivation.
- Clear targets, goal setting, and self-assessment produces effective learners.
- Evaluative criteria/rubrics should be clear, student friendly and given prior to instruction.
- Common rubrics across a discipline provide consistency in instruction and performance.
- Models of work representing various levels of quality should be made available to students during learning and prior to assessment.
- As student involvement increases, so will student engagement and student achievement.
- Students need to be active participants in the learning process: they set goals and determine the specific steps needed to reach achievement, self-monitor progress, and evaluate their own learning.
- Grades reflect learning, not earning.
- Students need multiple opportunities and varying amounts of time to successfully demonstrate knowledge and skills.

- One of life’s tough lessons is trying hard and failing. It doesn’t do any good to give a student a good grade based on trying hard or behaving nicely because sooner or later they hit the wall of not having the knowledge the grade implied.
- Three factors that influence student motivation to learn:
 - ◆ Task Clarity: They clearly understand the learning goal and know that teachers will evaluate their learning.
 - ◆ Relevance: They think the learning goals and assessments are meaningful and worth learning.
 - ◆ Potential for Success: They believe they can successfully learn and meet the evaluative expectations.
- Students get so caught up in “how they are doing” that may lose sight of “what they are doing and why.”

Feedback

- Regular, constructive feedback enhances student willingness to take risks and learn from their mistakes.
- Timely, descriptive feedback, rich with information to aid improvement is key to learning and self-reflection.
- Students will do homework if provided with specific and extensive feedback.

Retakes

- Teachers should use discretion when offering retakes.
- Retakes should be a unique assessment if given.
- When offering retakes, take the higher of the two grades.
- If justifying final exams as a quality assessment of the most recent learning, retakes may not be allowed.
- Struggling students should be able to continue to retest/ use alternative assessments until they show proficiency without penalty for extended time.

Grading For Learning

KEY FINDINGS

This is a summary of key findings as communicated by the MNS *Grading for Learning* Study Team. “Key Findings” are not recommendations. The statements below reflect the academic literature, research, and regional/national school district policies.

Homework

- Homework should be a risk-free practice of taught skills and concepts and not included in a grade.
- Homework expectations must be clearly communicated.
- The benefits of homework outweigh the negatives when homework is used correctly. The type of homework is more important than the amount of homework.
- Homework should be used to reinforce classroom content, not teach new concepts.
- Students are more likely to do homework if provided with specific, timely, and descriptive feedback.
- Homework plays a significant role in supporting student learning when used correctly and in reasonable quantities.
- Homework should be directly related to instructional objectives and concepts.
- Instead of giving grades for homework, use of extensive and specific written feedback assist in homework’s role in increasing student learning.
- If homework is part of the final grade, the weight or value should be considerably less than the summative assessments.
- Students will be more likely to take risks in their own learning when teachers can include risk taking as part of the grading for those assignments.

Impact of Zeroes on a 100 point scale

- Zeroes skew the average and hurt the overall grade and an alternative method should be consistent.
- Including zeroes fails to accurately communicate what a student knows, has learned, and is able to do.

- Zeroes can have such a powerfully negative impact on a grade that they can have a debilitating effect on student confidence and motivation.
- When evidence of student learning is missing, there are alternatives to assigning a zero.
- Grading scales need to be thoughtfully considered.
- Similar intervals should be used.
- A 100-pt. scale assumes that all intervals are equal, however the failure of a student to turn in assigned work is six times worse than doing the work poorly. (e.g. the difference between an A & B is 10 points but the difference between a D and a zero is 60 points).

Assessment

- The academic grade should be a result of the performance on summative assessments.
- Summative assessments need to show evidence of transfer of knowledge based upon a meaningful learning goal.
- Diagnostic and formative assessments should strictly guide instruction and provide students with information relating to their progress.
- Students should be offered a variety of assessments and provided with two or more opportunities to convey their learning.
- Assessments must be high quality and based on criterion-referenced standards.
- Group grades are insignificant unless a student is graded on their specific contribution to the group.
- Students need opportunities to develop skills and often require multiple opportunities to succeed.
- Assessment should be ongoing.

Grading For Learning KEY FINDINGS

This is a summary of key findings as communicated by the MNS *Grading for Learning* Study Team. “Key Findings” are not recommendations. The statements below reflect the academic literature, research, and regional/national school district policies.

Extra Credit, Late Work & Non-Academic Factors (behavior participation, effort)

- If a grade in part represents the number of days students attend school, it can't be used to accurately document mastery.
- The teacher should give feedback on participation but not a percentage/letter grade.
- Identify with precision the behavior (inattentiveness, tardiness, incomplete work, disrespect). Next, explore the causes for success and failure in behavior areas.
- Timeliness should be recorded but reported separate from a students' academic grade.
- Extra credit awarded for doing extra effort or nonacademic tasks skews grades because effort is awarded, not achievement of proficiency.
- The practice of giving students extra credit assignments has likewise been criticized for its tendency to distort grades away from being simple measures of performance and content or concept mastery
- Clear definition between due dates and deadlines should be communicated.
- Don't use penalties for late work but instead set up support systems that eliminate the problem of late work.
- An alternative to assigning zero's for late work is assigning an incomplete. This is an alternative which gives students an opportunity to learn the content.
- In the event an assignment is not submitted on the due date or the deadline date as a result of an excused absence, no penalty (or additional penalty) is to be applied.

Grading Scales, Gradebooks & Assigning Grades

- Grades have to be purposeful, must communicate what a student knows, has learned and is able to do.
- Grading scales should indicate where a student is along the continuum of mastery.
- Since there are multiple learning goals, grades can be broken down into product criteria (performance-based per specified criteria); process criteria (includes effort or work habits in final grade); and progress criteria (based on improvement) – and work habits, study skills, etc. need to be reported separately.
- Establish clear indicators of process and progress criteria, and then report out on them separately.
- Grades should not be used as a control mechanism/punishment.
- Median should be used because it is statistically more accurate.
- The most recent grade(s) is/are the most accurate reflection of learning.
- Standards-based grading is typically associated with rubric or 4-pt. scale-based assessment; scales typically rate students on a numerical scale of between 3-5 levels indicating level of proficiency in certain topics/skill sets.
- 0-4 is a rational system, as the increment between each letter grade is proportionate to the increment between each numerical grade – 1 pt.

Understanding Formative and Summative Assessments

“...the best thing you can do is make sure your grades convey meaningful, accurate information about student achievement. If grades give sound information to students, then their perceptions (and) conclusions about themselves as learners, and decisions about future activity will be the best they can be.”

Susan Brookhart
Grading, 2009

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. We do not assign a score to work that reflects skills and concepts they have just been introduced to or are learning. Feedback is given within a reasonable amount of time so that the need to reteach and reassess can be determined in a timely manner.

Examples of formative assessment include daily work, quizzes, exit slips, etc. Homework is a specific example of formative assessment.

Homework must qualify as one of these four categories:

Preparation*: These assignments are used to provide background information prior to introducing a new learning target.

Practice*: This type of homework reinforces concepts or skills that are being learned.

Extension: This is used to further learning within the same topic by asking a student to use information differently.

Integration: These assignments move learning across topical areas to reinforce connections between and among subject areas.

**Preparation and Practice are not graded but feedback can/should be given. This is risk-free practice.*

Summative Assessment is defined as those assessments that show evidence of a culmination of standards and a teacher should offer multiple and varied ways to demonstrate mastery. Summative assessments at the district/classroom level is an accountability measure that is generally used as part of the grading process.

Understanding Formative and Summative Assessments

The list is long, but here are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Long term projects that include multiple standards
- Written assignments such as essays

Summative assessments are spread out and occur after instruction: every few weeks, months, or once a year. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process. It takes formative assessment to accomplish this.