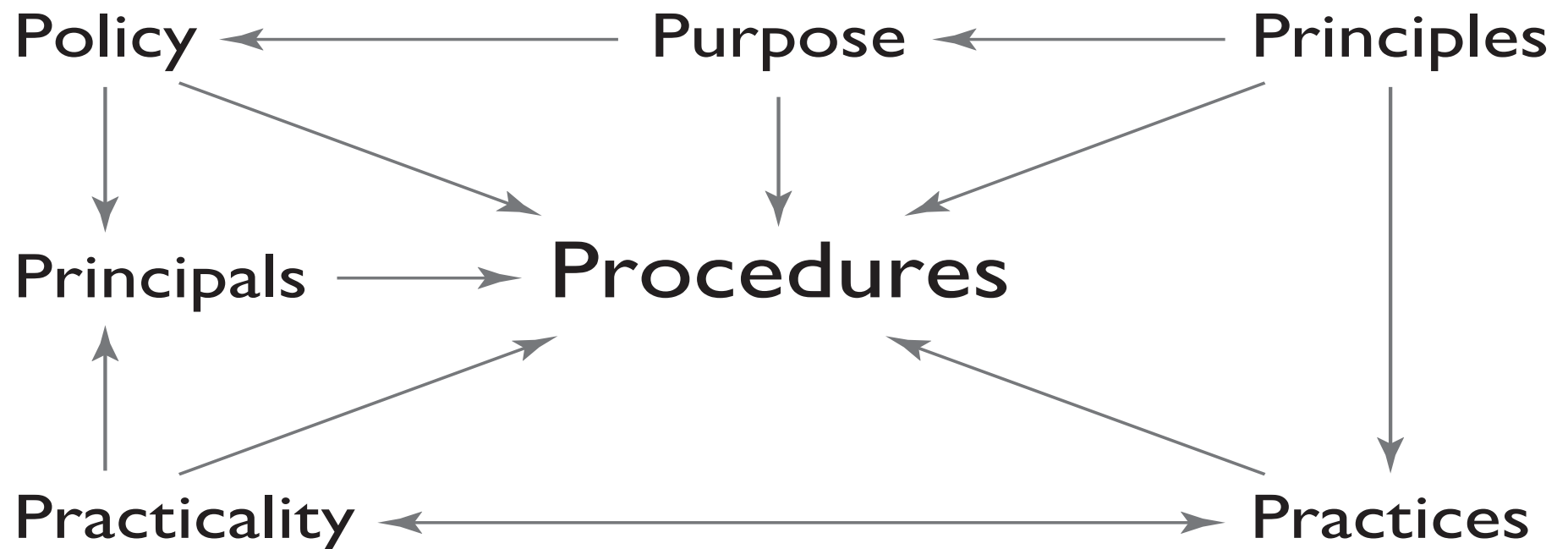


# The 7 Ps of Grading



# Guidelines for Grading

**FIGURE 0.14** Guidelines for Grading in Standards-Based Systems

## **To Support Learning To Encourage Student Success**

1. Relate grading procedures to learning goals (i.e., standards).
2. Use clearly described criterion-referenced performance standards.
3. Limit the valued attributes included in grades to individual achievement.
4. Sample student performance—do not include all scores in grades.
5. Grade in pencil—keep records so they can be updated easily.
6. Determine, don't just calculate, grades.
7. Use quality assessment(s) and properly recorded evidence of achievement.
8. Discuss and involve students in assessment, including grading, throughout the teaching/learning process.

A more detailed version of these guidelines can be found in Appendix B: Guidelines for Grading in Standards-Based Systems.

# **Grades are broken when they -**

- **include ingredients that distort achievement**

**Guideline 3**

- **arise from low quality or poorly organized evidence**

**Guidelines 1, 2, 7**

- **are derived from inappropriate number crunching,**

**Guideline 6**

**and when they**

- **do not support the learning process.**

**Guidelines 4, 5, 8**

## **For each Guideline**

- **What do you think?- PMI (Plus Minus Interesting)**
- **Where are you/school/territory now?**
- **Where do you want to go - you/school/territory?**
- **What would be appropriate wording for this guideline in school/territory procedures?**
- **What could you do to assist with the implementation of this guideline in your school?**

**1. Relate grading procedures to the intended learning goals, i.e., standards.**

**(a) Use learning goals (standards or some clustering of standards, e.g. strands) as the basis for grade determination and grade reporting.**

**(b) Use assessment methods as the sub-set NOT the set (i.e., standards, learning results, expectations, outcomes.)**

# Guideline #1

**FIGURE 1.1** Traditional Grading Plan

EVALUATION CATEGORY		EXPECTED RANGE
1.	<b>Quizzes/tests/exams</b>	20–30%
2.	<b>Written assignments</b> creative or explanatory paragraphs, essays, notes, organizers, writing folios, portfolios	15–25%
3.	<b>Oral presentations or demonstrations</b> brief or more formal presentations or demonstrations, role-playing, debates, skits, etc.	15–25%
4.	<b>Projects/assignments</b> research tasks, hands-on projects, video- or audiotaped productions, analysis of issues, etc.	10–20%
5.	<b>Cooperative group learning</b> evaluation of the process and skills learned as an individual and as a group member	5–15%
6.	<b>Independent learning</b> individual organizational skills, contributions to class activities and discussions, homework, and notebooks	5–15%
		70–130%

**NOTE:** Aspects of this plan conflict with other grading guidelines in addition to Guideline 1.

**O'Connor, K. *How to Grade for Learning*. Fourth Edition. Corwin. 2018, 47**

## Guideline #1

### *McLoughlin Middle School 8th grade English Ms. Kiernan Hodge*

#### *Standards*

The standards that will be assessed this **first quarter** in Honors English are the following:  
**Category:**  
WRITING

WRITING

READING

READING

READING

LANGUAGE

#### *G&R Standards*

**What you will see in Gradebook for this standard:**

**Inform.Organize**

**Inform.Ideas/Content**

**Textual Evidence**

**Line.Event Analysis**

**PointView Analysis**

**Conventions**

#### *SF LG*

**Description of Standard: / *Can* statement**

***I can*** write an informational literary analysis paragraph/essay that is well-organized, which means the topic is clearly introduced, the order of ideas makes sense, appropriate transitions are used, & a concluding statement or section is provided.

***I can*** write an informational literary analysis paragraph/essay that thoroughly examines a topic/concept/idea, which means that I develop the topic by providing relevant details and examples.

***I can*** support my analysis of what I am reading by citing (giving) several pieces of evidence from the text.

***I can*** analyze how specific lines of dialogue and specific incidents in a story reveal aspects of a character. ***I can*** analyze how specific lines of dialogue and specific incidents in a story propel the action or provoke a decision.

***I can*** identify the point of view of the story and analyze its effects.

***I can*** write using correct capitalization, punctuation, and spelling.

#### *Standards*

**Standard Codes:**

*W.8.2 (W.8.2a, W.8.2 c, W.8.2f)*

*W.8.2 (W.8.2b)*

*RL.8.1*

*RL.8.3*

*RL.8.6*

*L.8.2*

# Guideline #1

## English

Student: \_\_\_\_\_

ACHIEVEMENT EVIDENCE								
Standards	Assessments						Strengths, Areas for Improvement/ Observations	Summary
	10/1 Test	10/15 PA	11/7 PA	11/18 PA	12/8 PA	12/17 Test		
Writing – Organization	3 (17/20)	3		3	3	3 (13/20)		3
Writing – Analysis					1			NA
Reading - Textual Evidence	2 (15/20)		4	3	3	3 (15/20)		3
Reading – Line Event Analysis	4 (19/20)	4	4	1		4 (15/20)		4
Reading – Point of View Analysis		4		4		4 (20/20)		4
Language - Conventions		1	2	3	4	4		4
Comments:							Overall Grade	4



## Guideline #1

Stiggins, et al,  
Classroom  
Assessment  
for Student  
Learning, ATI,  
Portland, OR,  
2004, 289

**Table 9.2 Elementary Gradebook Arranged by Learning Target**

Number Sense																									
	Identifies place value to 10,000s				Reads, writes common fractions				Reads whole numbers through 4 digits				Writes whole numbers through 4 digits				Orders and compares whole numbers through 4 digits								
Date																									
Task																									
F/S																									
Students																									
1.																									
2.																									
3.																									

Computation													
	Addition		Subtraction		Multiplication		Division		Uses calculator to + or - 4 or more digits		Estimation Skills		
	+ with 3 or more digits		- with 3 or more digits		Facts to 10		Fact Families		Facts to 10		Fact families		
Date													
Task													
F/S													
Students													
1.													
2.													
3.													

**Task:** SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;  
Q = Quiz  
**F/S:** F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

## Guideline #1

Stiggins, et al,  
Classroom  
Assessment  
for Student  
Learning, ATI,  
Portland, OR,  
2004. 289

Table 9.3 Standards-Based Gradebook for Mathematics

Standard	Math Process				Number Ops & Rels				Geometry				Measure-ment				Stats & Prob				Algebraic Rels			
					G				G				G				G				G			
Date					R				R				R				R				R			
Task					A				A				A				A				A			
F/S					D				D				D				D				D			
Students					E				E				E				E				E			
1.																								
2.																								
3.																								
4.																								
5.																								
6.																								
7.																								
8.																								
9.																								
10.																								
11.																								
12.																								
13.																								
14.																								
15.																								
16.																								
17.																								
18.																								
19.																								
20.																								
21.																								
22.																								
23.																								

**Task:** SR = Selected Response; PA = Performance Assessment; O = Oral; HA = Homework Assignment;  
Q = Quiz  
**F/S:** F = Formative; S = Summative

Source: Adapted from the work of Ken O'Connor, Scarborough, Ontario. Personal communication, June 1, 2004. Adapted by permission.

\_\_\_\_\_

70  
018

# Guideline #1

HMR Elementary  
1025 North 3rd Street  
Fargo, ND 58102  
446-4600  
2015 - 2016

10/19/15 2:32:44 pm

## Fargo Public Schools, ND

### FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)			
---	--	--	--

### FIFTH GRADE LANGUAGE ARTS STANDARDS

READING: LITERATURE	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			
READING: INFORMATIONAL TEXT	1st	2nd	3rd
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Level of Text Complexity			
READING: FOUNDATIONAL SKILLS	1st	2nd	3rd
Phonics and Word Recognition			
Fluency			

WRITING	1st	2nd	3rd
Text Types and Purposes			
Production and Distribution of Writing			
Research to Build and Present Knowledge			
Range of Writing			
SPEAKING AND LISTENING	1st	2nd	3rd
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
LANGUAGE	1st	2nd	3rd
Conventions of Standard English			
Knowledge of Language			
Vocabulary Acquisition and Use			

### FIFTH GRADE MATH STANDARDS

OPERATIONS AND ALGEBRAIC THINKING	1st	2nd	3rd
Write and interpret numerical expressions			
Analyze patterns and relationships			
NUMBER AND OPERATIONS IN BASE TEN	1st	2nd	3rd
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			
NUMBER AND OPERATIONS--FRACTIONS	1st	2nd	3rd
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			
MEASUREMENT AND DATA	1st	2nd	3rd
Convert like measurement units within a given measurement system			
Represent and interpret data			
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition			
GEOMETRY	1st	2nd	3rd
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			
SCIENCE/HEALTH	1st	2nd	3rd
Demonstrates and applies knowledge of key concepts			
Uses the process of inquiry in investigations			

# Guideline #1

<b>TRIMESTER 1</b>						
Class: Music 7 Teacher: Wanamaker			Student: <span style="border: 1px solid black; border-radius: 10px; padding: 2px 5px;">Sample Student</span> School Year: 2012-2013			
<b>Class Narrative</b> Grade seven students had a productive trimester of music making! They studied elements including rhythm, timbre, form, texture and melody. In addition they practiced at using and improving their vocal range through head and chest voice. The unit "Our World Our Concern" was integrated into music class as they studied their chosen countries music, giving oral presentations on the research. Incorporating all they had studied, they composed a folk piece using traditional instruments, Garageband loops, and live performances. They can be proud of their creations and all they have learned these past few months. Keep singing and making music!						
<b>Music Standards</b>	<b>BEGINNING</b>		<b>DEVELOPING</b>		<b>PROFICIENT</b>	
Perform music independently and with others						●
Create music with purpose and imagination						●
Listen to Music with Understanding and Appreciation						●
Gain fluency in the unique Languages of Music					●	
					<b>Expected Level of Achievement</b>	
<b>Learning Habits</b>	<b>BEGINNING</b>		<b>DEVELOPING</b>		<b>PROFICIENT</b>	
<b>Works Independently</b>						
Self-Directed					●	
Well prepared					●	
Manages time well					●	
<b>Works Cooperatively</b>						
Collaborates and Contributes						●
Listens and Responds					●	
<b>Teacher Narrative</b> <span style="background-color: #f4a460; border: 1px solid black; border-radius: 10px; padding: 2px 5px;"> </span> has shown good basic music skills throughout the entire trimester. She developed her listening skills and has been successful in both hearing form and creating with well thought out form. She has frequently demonstrated her vocal ability and enthusiasm for singing. I have appreciated her contributions to the class and hope she will continue to find outlets for her musical growth and enjoyment!						

SOUTH MEDFORD HIGH SCHOOL  
1551 CUNNINGHAM AVE  
MEDFORD OR 97501

# Grade Report

Medford School District 549C  
Medford, Oregon



## Guideline #1

**TO THE  
PARENT /  
GAURDIAN OF:**

APRIL MAY  
123 MAIN STREET  
MEDFORD OR 97501

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort are required.

Student Name			ID	Grade	Counselor	Term	Period End Date	School Year
April May			111111	10	Staci Fischer	4	June 7, 2013	2012-2013
Period / Term(s)	Course	Teacher	Term					
1   1234	English 4	Davis	1	2	3	4		
Overall Grades			B	B	B	B		
Achievement Standards	Reading Informational Text		MAS	MAS	MAS	MAS		
	Reading Literary Text		MTS	MTS	MTS	MTS		
	Writing		MTS	MTS	MTS	ADV		
	Language		MAS	MAS	MAS	MAS		
	Speaking and Listening		MTS	MTS	MTS	MTS		
CRL Standards	Independence & Initiative		M	M	M	M		
	Work Completion & Work Habits		NI	M	NI	M		
	Cooperation & Participation		M	M	M	M		
	Absences		4/M	2/M	12/NI	1M		
2   1234	Anatomy / Phys	Warren	1	2	3	4		
Overall Grades			C	C	B	C		
Achievement Standards	Organization of Living Systems		BEG	BEG	ADV	ADV		
	Matter and Energy		ADV	BEG	ADV	BEG		
	Interdependence		BEG	BEG	BEG	ADV		
	Scientific Writing		ADV	MTS	MTS	MTS		
	Reading Scientific Texts		MTS	MTS	MTS	MTS		
	Scientific Writing		APP	APP	ADV	APP		
CRL Standards	Independence & Initiative		M	M	M	M		
	Work Completion & Work Habits		NI	M	NI	M		
	Cooperation & Participation		M	M	M	M		
	Absences		4/M	2/M	12/NI	1M		
3   1234	Women's Choir	Weller	1	2	3	4		
Overall Grades			A	B	A	B		
Achievement Standards	Vocal Performance		MAS	MAS	MAS	MAS		
	Music Reading		MTS	MTS	MTS	MTS		
	Musical Concept Analysis		ADV	ADV	ADV	ADV		
CRL Standards	Independence & Initiative		M	M	M	M		
	Work Completion & Work Habits		NI	M	NI	M		
	Cooperation & Participation		M	M	M	M		
	Absences		4/M	2/M	12/NI	1M		
4   1234	Spanish 2	Wallace	1	2	3	4		
Overall Grades			A	B	A	B		
Achievement Standards	Communication		MAS	MAS	MAS	MAS		
	Knowledge of Culture & Viewpoints		MTS	MTS	MTS	MTS		
	Language (Vocab, Conjugation, etc.)		MTS	MTS	MTS	ADV		
	Independence & Initiative		M	M	M	M		
CRL Standards	Work Completion & Work Habits		NI	M	NI	M		
	Cooperation & Participation		M	M	M	M		
	Absences		4/M	2/M	12/NI	1M		

Period / Term(s)	Course	Teacher	Term					
5   1	Basic Compt 2	Mr. Richmond	1	2	3	4		
Overall Grades			A	A				
Achievement Standards	Typing		MAS	MAS				
	Application Management		MTS	MTS				
	Basic Skills		MTS	MTS				
CRL Standards	Independence & Initiative		M	M				
	Work Completion & Work Habits		NI	M				
	Cooperation & Participation		M	M				
	Absences		4/M	2/M				
5   24	Algebra Intermed	Reed	1	2	3	4		
Overall Grades				A		A		
Achievement Standards	Number and Quantity			MTS		MTS		
	Interpreting and Building Functions			MAS		MAS		
	The Real Number System			MTS		MTS		
	Linear, Quadratic, & Exponential Models			MTS		MTS		
	Statistics and Probability			MTS		ADV		
CRL Standards	Independence & Initiative			M		M		
	Work Completion & Work Habits			M		M		
	Cooperation & Participation			M		M		
	Absences			4/M		1M		
5   4	Auto Service 1	Veverka	1	2	3	4		
Overall Grades								
Achievement Standards	Mechanics							
	Functional Skills			MTS				
CRL Standards	Independence & Initiative			M				
	Work Completion & Work Habits			M				
	Cooperation & Participation			M				
	Absences			12/NI				
6   13	Algebra Intermed	Reed	1	2	3	4		
Overall Grades						C		
Achievement Standards	Number and Quantity			MTS		MTS		
	Interpreting and Building Functions			MAS		MAS		
	The Real Number System			MTS		MTS		
	Linear, Quadratic, & Exponential Models			MTS		MTS		
	Statistics and Probability			ADV		ADV		
CRL Standards	Independence & Initiative			M		M		
	Work Completion & Work Habits			M		M		
	Cooperation & Participation			M		M		
	Absences			2/M		1M		

**MAS = Mastery**  
**ADV = Advanced**  
**MTS = Meets**  
**APP = Approaching**  
**BEG = Beginning**  
**NA = Not Assessed**  
**Modified**

- 2. Use criterion-referenced performance standards as reference points to determine grades.**
- (a) The meaning of grades (letters or numbers) should come from clear descriptions of a limited number of levels.**
  - (b) If they hit the goal they get the grade! (i.e., NO bell curve)!**

## Guideline #2

**“Performance standards specify ‘how good is good enough.’ They relate to issues of assessment that gauge the degree to which content standards have been attained. . . . They are indices of quality that specify how adept or competent a student demonstration should be.”**

**Kendall, J., and R. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, First Edition, McREL, 1997, 16-17**



## Guideline #2

### Performance Standards

How good is good enough?

#### Traditional School approaches

<b>A</b>	<b>90-100% - Outstanding</b>	<b>Excellent</b>
<b>B</b>	<b>80-89% - Above Average</b>	<b>Good</b>
<b>C</b>	<b>70-79% - Average</b>	<b>Satisfactory</b>
<b>D</b>	<b>60-69% - Below Average</b>	<b>Poor</b>
<b>F</b>	<b>&lt;60% - Failing</b>	<b>Unacceptable</b>

#### Standards-based approach

(Should be described by levels and linked to a symbol)

<b>Advanced</b>	<b>Above standard/Excels</b>
<b><i>Proficient</i></b>	<b><i>Meets standard</i></b>
<b>Developing</b>	<b>Below but approaching standard</b>
<b>Beginning</b>	<b>Well below standard</b>

O'Connor, K. *How to Grade for Learning*, Third Edition, Corwin, 2002, 712

## Guideline #2

# What Does 80% Mean?

*Landing a Plane Safely*

**100% Required**

*Hitting Safely in Baseball*

**.400 (i.e., 40%) - Superb**

**.300 (i.e., 30%) - Excellent (= salary \$10-15 million)**

**.200 (i.e., 20%) - Minimally Proficient**

*Free Throws in Basketball/Success Rate in Curling*

**90%+ - Excellent; 80–89% - Very Good; 70-79% - Acceptable;**

**Below 70% - Needs Improvement**

*Traditional School Approaches*

**80% - varies from an A to a C**

## Guideline #2

**“The use of integer grading systems will result in grades that are more meaningful and reliable. With modest training and experience, different teachers considering a specific collection of evidence of student learning can generally reach consensus about the 0–4 integer grade that evidence represents. Integer grades do not necessarily make grading easier; they simply make the process more accurate and honest.”**

Guskey, T.R. 2013. “The Case Against Percentage Grades.” *Educational Leadership*. September. 72

## Guideline #2

# Anglo American School of Moscow Middle School Proficiency Language

PROFICIENCY LANGUAGE for students	PROFICIENCY LANGUAGE for teachers
<b>EXEMPLARY</b> My final result is far above the targeted learning. Exemplary can happen when work shows deeper than normal understanding, when learning is applied to new situations, or when I go to the next level or step on my own. Exemplary work stands out.	<b>EXEMPLARY</b> Learner demonstrates and communicates a high-level understanding of learning outcomes. This may include an application of significant concepts, knowledge and skills in real world contexts, across transdisciplinary opportunities, and/or within a set of curricular standards beyond those targeted.
<b>MEETING STANDARD</b> Mission accomplished!! I have met the goal. I clearly demonstrated that I can apply the targeted skills, knowledge, and/or understandings.	<b>MEETING STANDARD</b> Learner independently demonstrates and communicates a clear understanding of targeted learning outcomes, including proficient application of significant concepts, knowledge, and skills.
<b>APPROACHING</b> I am learning but am not quite there yet. Either I am missing some understanding or I cannot apply my learning correctly every time. I am moving in the right direction but need to find out how to meet the target(s).	<b>APPROACHING</b> Learner demonstrates progress towards meeting targeted learning outcomes but may require various degrees of additional instruction, teacher support, and time in order to show understanding and application of significant concepts, knowledge, and skills.
<b>NOT MEETING</b> There is a problem. I am not demonstrating the learning and I am not making progress. Big changes need to happen when I am here. I should consult with my teacher as soon as possible.	<b>NOT MEETING</b> Learner was not able to adequately demonstrate and communicate a sufficient understanding or application of the learning goals, requiring immediate intervention.
<b>INSUFFICIENT EVIDENCE</b> I cannot be given an accurate assessment of my learning. This happens when I have been absent for much of the class time or I have not been submitting my work. It is time to work with my teacher and parents so I can demonstrate my learning.	<b>INSUFFICIENT EVIDENCE</b> Insufficient evidence is available to accurately determine the learner's progress toward attainment of the learning goals, which may be due to late enrollment, attendance, or inconsistent completion of significant coursework.

## **Guideline #2**

**Wow!**

**Got it!**

**Nearly there!**

**Oh no! Oops!**

## Guideline #2

### *Cut Scores out of 20*

*Difficult skills, concepts,  
assessment*

*Easy skills,  
concepts,  
assessment*

*4                      14                      18*

*3                      11                      16*

*2                      8                      14*

*1                      Below 8                      Below 14*

**83**

## Guideline #2

### III. Academic Achievement

- The Academic Achievement grade is an indicator of a student's mastery of

grade-level Power Standards. Students demonstrate what they know, understand

and can do as measured through multiple assessments and observations.

<b>4</b> <i>Exemplary</i> (exceeds)	<b>3</b> <i>Proficient</i> (meets)	<b>2</b> <i>Partially Proficient</i> (approaching)	<b>1</b> <i>Non-Proficient</i> (below)
---	--	--	--

**4 Exemplary:** The student demonstrates mastery, with excellence, of the grade level standards with relative ease and consistency, and often exceeds the cognitive level of the standards. The student applies and extends the key concepts, processes and skills. The student is working **at** grade level yet at a higher level of Bloom's Taxonomy. There is no mark of 4+ or 4\_.

**3 Proficient:** The student demonstrates mastery of the grade level standards at the cognitive level the standard is written. The student consistently grasps and applies key concepts, processes and skills with limited errors. There is no mark of 3+ or 3\_.

**2 Partially Proficient:** The student demonstrates mastery of some grade level standards. The student inconsistently grasps and applies some of the key concepts, processes and skills with significant errors. There is no mark of 2+ or 2\_.

**1 Non-Proficient:** The student has not demonstrated mastery of grade level standards and is not yet performing at grade level. There is no mark of 1+ or 1\_.

## Guideline #2

### IV. Progress Toward Proficiency

These marks represent the measurement of a student's growth toward and attainment of mastery of each district Power Standard in Reading, Writing and Math. Progress is measured by a variety of evidence, which include quality standards-aligned assessments, portfolios and other multiple measures.

✓ <b>Meets Standard</b>	^ <b>Adequate Progress</b>	— <b>Insufficient Progress</b>	X <b>Standard Not Assessed</b>
----------------------------	-------------------------------	-----------------------------------	-----------------------------------

✓ **Meets or Exceeds Standard** –The student has mastered the entire standard. Unless reassessment indicates otherwise, the ✓ is repeated in subsequent trimesters.

^ **Adequate Progress** (Used 1<sup>st</sup> and 2<sup>nd</sup> Trimester only) – Based on what has been taught and assessed, the student is on track to master the standard by the end of the year. **This symbol is not used third trimester.**

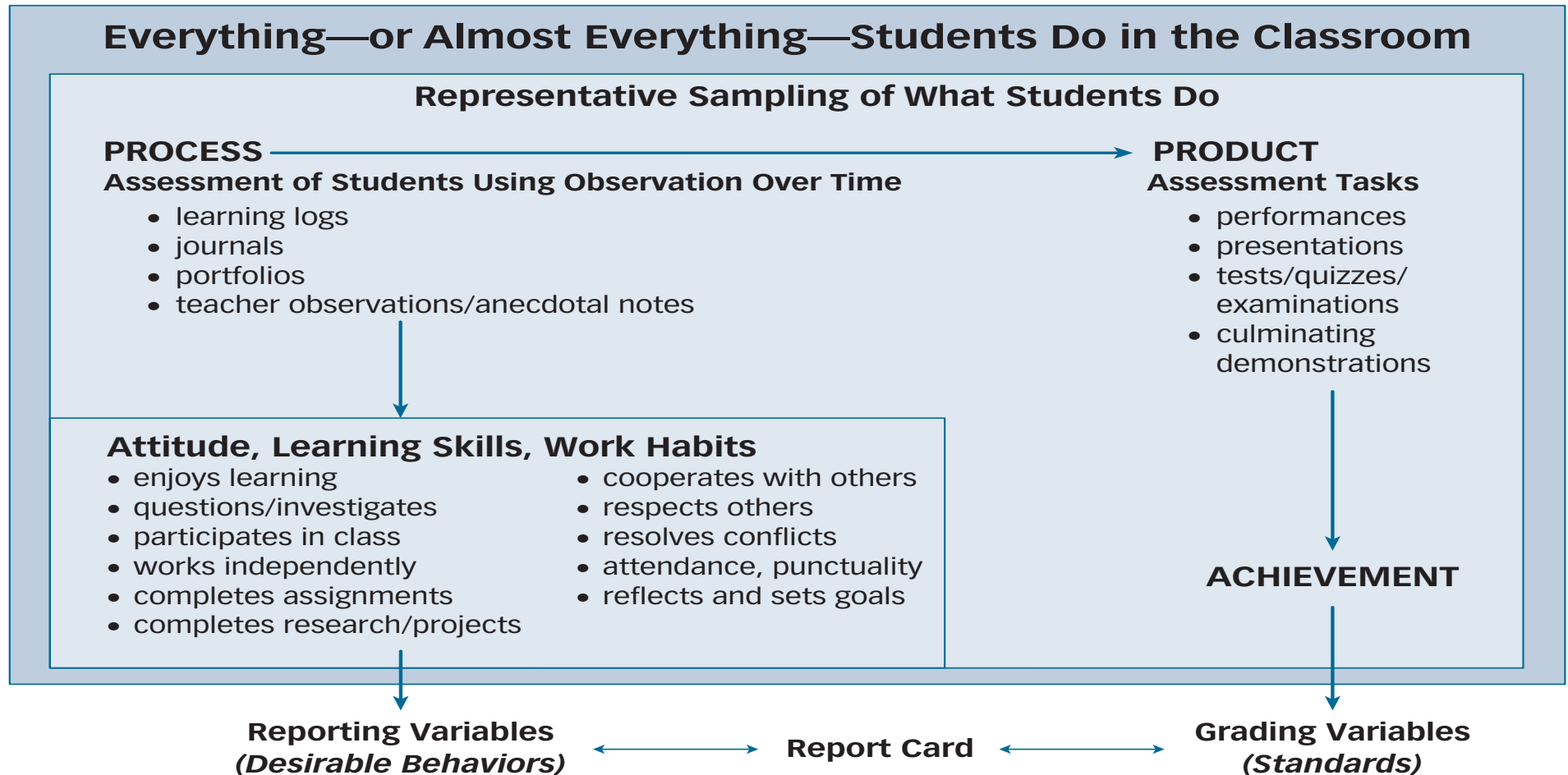
— **Insufficient Progress** – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year. **For third trimester, this symbol represents that the student has NOT demonstrated mastery of the standard in its entirety.**

X **Standard Not Assessed** – (Used 1<sup>st</sup> and 2<sup>nd</sup> Trimester only) Standard has not been taught and/or measured to date. **This symbol is not used third trimester.**



## Guideline #3

**FIGURE 0.13** Sum Total of Everything Students Do in School/Classroom



**SOURCE:** Adapted with permission from the work of Ken O'Connor and Damian Cooper, President, Plan, Teach, Assess Consulting, Mississauga, Ontario.

### **Guideline #3**

#### **School Staff Responsibilities are to:**

- Use the Academic Integrity Practices to set classroom expectations.
- Lead a discussion within the first week of each course identifying expectations with regard to academic honesty and include this information in the course syllabus.
- Continue to educate students and offer guidance regarding acceptable and unacceptable behavior in areas that shall include but are not limited to test taking, researching, writing, and using library and computer resources.
- Promote circumstances in the classroom that reinforce academic honor and promote self-expression.
- Enforce the Academic Integrity Practices in a fair and consistent manner.
- Use and continually revise forms of assessment that require active and creative thought and that promote learning opportunities for students.
- Evaluate the effectiveness of efforts and make necessary changes to promote academic integrity.

***Source: New Berlin School District***

***<http://www.nbexcellence.org/parents/academic-honesty.cfm>***

***O'Connor, K. How to Grade for Learning. Fourth Edition. Corwin. 2018. 102***

**102**

## **Guideline #3**

### ***Consequences of Academic Dishonesty (New Berlin School District)***

*1st Incident:* The teacher will notify the student prior to contacting the parent.

- The teacher will notify the counselor and grade level administrator
- The counselor will arrange a meeting with the student and student's parent/guardian and notify administration.
- The administration will record the incident in the school data system.
- The administration and organization advisors will review the student's eligibility for honor societies and academic awards as well as their eligibility for student privileges.
- The student will complete the assignment/assessment/work OR an alternate assessment/assignment as assigned by the classroom teacher at a time arranged by the staff member.
- The student will be administered at minimum an administrative detention yet allow for increases up to and including an in-school suspension dependent upon the severity of the situation (NOTE: a suspension would be reported to the Athletic/Activities Director as a violation of the SDNB Co-Curricular Code of Conduct).
- 2<sup>nd</sup> – 1<sup>st</sup> plus suspension, ineligible for school-based scholarships, not allowed to take AP exam, reported to Athletic Director
- 3<sup>rd</sup> – 2<sup>nd</sup> plus report violations to scholarship committees, excluded from graduation/end-of-year ceremonies
- 4<sup>th</sup> – all of third plus pre-expulsion conference

## Guideline #3

# Fargo Public Schools - Behaviors

## FIFTH GRADE APPROACH TO LEARNING

APPROACH TO LEARNING	1st	2nd	3rd
Follows class and school rules			
Follows directions			
Respects self, others, and property			
Accepts responsibility for actions			
Participates in classroom activities			
Works cooperatively in groups			
Works independently to complete classwork			
Uses time appropriately			
Completes homework on time			
Produces and maintains quality work/writes legibly			
Keeps material organized			

Your child's absences/tardies negatively affect your child's progress. (Yes/No)			
---	--	--	--

## Guideline #3



### The Winnipeg School Division Student Effort & Behaviour Report Grade 7 - 8

Home Room Teacher:

Student Name:

Grade: 07

Key to Terms	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Organizational Skills	Consistently sets goals. Collects and organizes information and uses time effectively.	Usually sets goals, collects and organizes information and uses time effectively.	Frequently needs assistance in setting goals, organizing information and using time effectively.	Rarely sets goals, information disorganized and frequently wastes time.
Homework	Consistently completes homework.	Usually completes homework.	Frequently does not complete homework.	Rarely completes homework.
Assignments	Consistently brings materials and completes assignments.	Usually brings materials and completes assignments.	Frequently needs to be reminded to complete assignments.	Rarely brings materials and completes assignments.
Citizenship	Consistently respects the rights of others.	Usually respects the rights of others.	Frequently needs teacher guidance in appropriate behaviour.	Rarely demonstrates respectful behaviour.
Teamwork	Consistently participates well in class/group activities.	Usually participates well in class/group activities.	Sometimes participates well in class/group activities.	Rarely participates in class/group activities.
Interpersonal Skills	Consistently resolves conflict in constructive manner.	Usually resolves conflict in constructive manner.	Frequently needs reminder on how to resolve conflict.	Rarely resolves conflict appropriately.

ART 7 Nixon, C					
	Term	1	2	3	4
Organizational Skills	3				
Homework	4				
Assignments	4				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

ENGLISH 7 Pulcrum, U					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

MATH 7 Nixon, C					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	4				
Teamwork	4				
Interpersonal Skills	3				

MUSIC 7 Dunstone, G					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

PHYS ED 7 Pauls, T					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	4				
Interpersonal Skills	3				

PRACT ARTS 7 Practical Arts Churchill					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

SCIENCE 7 Nixon, C					
	Term	1	2	3	4
Organizational Skills	3				
Homework	3				
Assignments	3				
Citizenship	3				
Teamwork	3				
Interpersonal Skills	3				

SOCIAL STDY 7 Pauls, T					
	Term	1	2	3	4
Organizational Skills	4				
Homework	4				
Assignments	4				
Citizenship	3				
Teamwork	4				
Interpersonal Skills	4				

## Guideline #4

### Sample Assessment Plan

#### Formative Assessment for “Unit 1”

<b>TASK</b>	<b>METHOD(S)</b>	<b>STRATEGY(IES)</b>	<b>SCORING TOOL</b>	<b>ASSESSOR</b>
ROLE PLAY Practice(s)	Performance Ass't	Performance	Rubric	self/peer
QUIZ(ZES)	Paper and Pencil	Selected Response	Marking Scheme	Teacher
BROCHURE Draft	Performance Ass't	Product	Rubric	peer
BROCHURE Near Final	Performance Ass't	Product	Rubric	self/peer

#### Summative Assessment for “Unit 1”

<b>TASK</b>	<b>METHOD(S)</b>	<b>STRATEGY(IES)</b>	<b>SCORING TOOL</b>	<b>ASSESSOR</b>
ROLE PLAY	Performance Ass't	Performance assessment	Rubric	Teacher
TEST(S)	Paper and Pencil	Selected & Constructed Reponse	Marking Scheme	Teacher
BROCHURE	Performance Ass't	Product	Rubric	Teacher

## Guideline #6

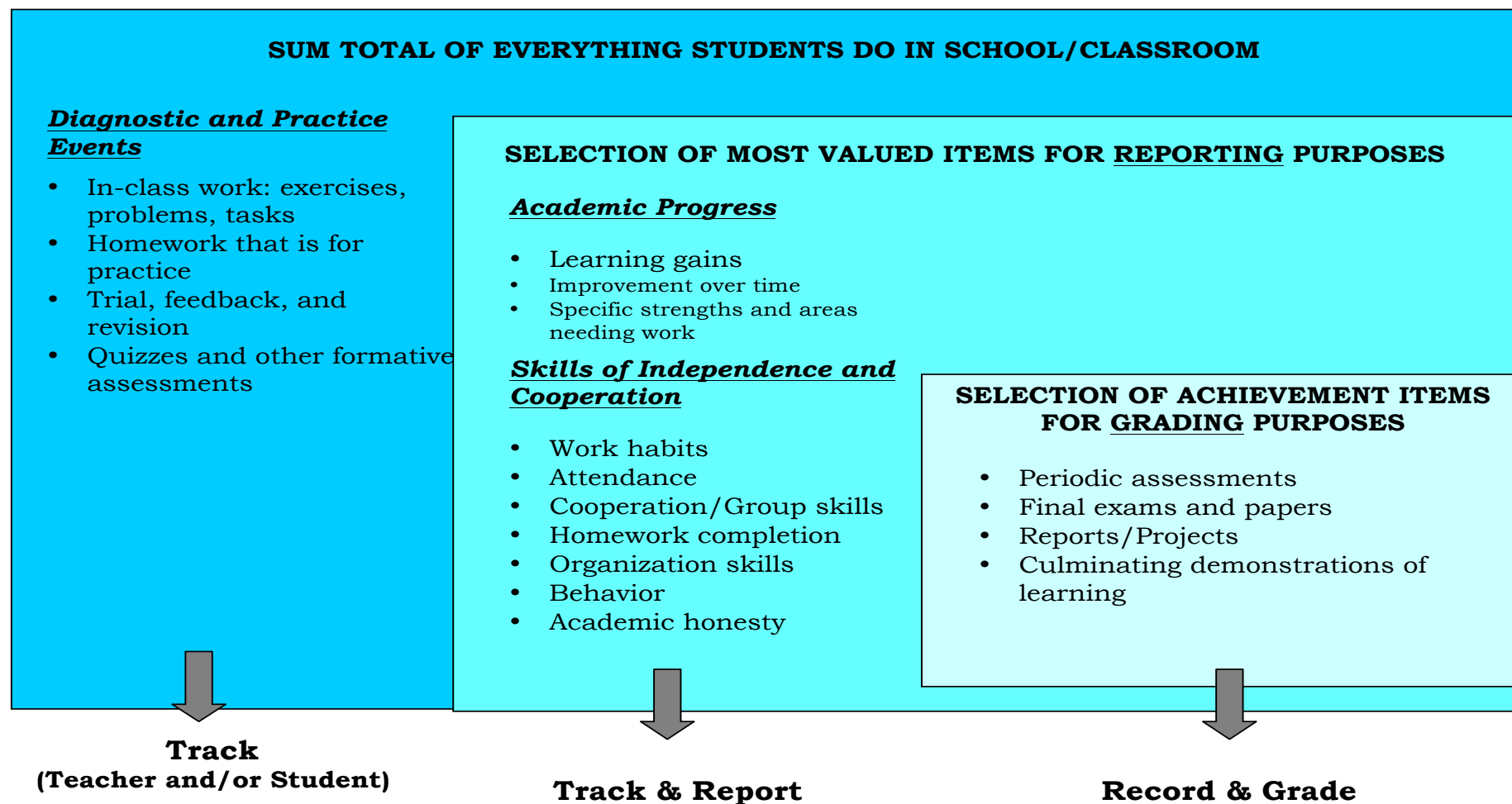
**FIGURE 6.8** Arts and Technology High School, Beaverton, Oregon, Logic Rule

### ATHS LETTER GRADE CONVERSION

- A**
- An **A** in a course is determined by the student presenting sufficient examples of work and assessments demonstrating level 3 and 4 for each long-term learning target, with a majority of 4s.
  - The student may not have any level 0, 1, or 2 for a long-term learning target.
- B**
- A **B** in a course is determined by student presenting sufficient examples of work and assessments demonstrating a mix of level 3 and 4 for each long-term learning target, with a majority of 3s.
  - The student may not have any level 0, 1, or 2 for a long-term learning target.
- C**
- A **C** in a course is determined student by student presenting sufficient examples of work and assessments demonstrating level 3 and 2 for each long-term learning target, with a majority of 3s.
  - The student may not have any level 0 or 1 for a long-term learning target.
- NP** Not Proficient
- If a student has not earned a C or higher in the class at the endpoint of the term, an **NP** will be reported on the progress report and online. When the student demonstrates proficiency for all targets at level 2 or 3 at a later date, the **NP** will change to the appropriate letter grade, and credit will be awarded as appropriate. The **NP** will remain on the student's transcript until proficiency is demonstrated. **NPs** that remain on a student's transcript at graduation or at the time of transfer to another school will be automatically converted to an **F**.
- F**
- An **F** is only reported on the transcript when a student abandons the opportunity to show proficiency.

**SOURCE:** West Linn-Wilsonville School District (2017).

Figure 9.2 Deciding What to Keep Track of, What to Report, and How to Report It



Chappuis, J. et al. *Classroom Assessment for Student Learning*.

Second Edition. Pearson. 2012. 300