



## Assessment and Grading

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

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