



School District of Monroe Grading & Assessment Guidelines

The K-12 Grading & Assessment Committee has worked to establish consistent district guidelines for grading and assessing students based on educational research and best practice. The intent is to provide a framework for effective grading practices with the overall goal of supporting the learning process and encouraging student success. It should be noted that the quality of any grading guidelines and practices are directly dependent on the quality of formative and summative assessments used to measure learning. The guidelines are intended to articulate to all students, parents and guardians, and facilitate the implementation of a grading philosophy which is consistent with educational best practices and all other aspects of district teaching and learning practices.

Grades will measure an individual student's proficiency of content and standards. Letter grades will represent achievement only. Non-academic areas (effort, work habits, citizenship, behavior, personal/social growth) are reported and evaluated separately. Grades WILL NOT be used as a punishment.

Summative and Formative Assessments

How the results are used is what determines whether the assessment is formative or summative.

Formative Assessment – Assessment “for” and to “improve” Learning!

The purpose of formative assessment is to enhance learning; not intended to assign grades. The focus should be on *process* and the next steps for learning. Formative assessments are considered part of instruction and should be used to adapt teaching to meet students' needs as well as provide opportunities for students to self-assess and monitor their own work. Formative assessments should help teachers monitor their students' progress and modify instruction accordingly.

Examples of Formative Assessment (practice):

Pretests	IPPs (Individual Profiles of Progress)
Observations	Student Self-Assessment
Feedback/Response during instruction	Homework Skill Practice
Checklists	Anecdotal Records
Quiz Skill Practice	
Running Records	

How is formative assessment used?

It is ongoing and frequent and delivers information during the instructional process before the summative assessment.

How is homework approached?

Homework should supplement, support, and extend learning through home-related activities; therefore, it is considered a form of formative assessment. All homework should be connected to the learning targets, content, skills, and standards for the particular class in which it is assigned. Homework should be

connected to what has already been taught. The purpose of homework is for practice, checking for understanding, pre-learning or processing learned content.

A general rule of practice for an average elementary student homework amount is the **“10 minute rule”** - approximately 10 minutes of homework could be given per level per day, (3rd grade = 30 minutes total per day). At the middle level approximately 10-15 minutes per class is the average, and at the high school about 15-20 minutes per class.

*If students are taking much longer than this, a conversation should take place with the teacher to determine what is causing the length of time spent on homework.

Summative Assessment – Assessment “of” or to “prove” Learning!

The purpose of summative assessment is accountability as part of the grading process and should happen *after* instruction and ample amount of student practice. The focus is on *product*. Summative assessment is used as a means to determine, at a particular point in time, student learning as it relates to knowledge of targeted skills and standards as well as evidence of student achievement.

Examples of Summative Assessments (accountability):

Final Drafts	Portfolios
End of Unit Assessments	Quizzes
Culminating Projects	District Writing Assessment (1-8)
Performance Assessments	Chapter Tests
Labs (6-12)	End-of-Semester Exams (9-12)

How are Summative Assessments Used?

Summative assessment results are used to make some sort of judgment or measure the level of student, school or program success.

Summative Assessments and Final Exams are REQUIRED:

We believe that grades are only effective if the teacher has valid information from the students to use to assess their levels of learning. Therefore, it is required that students complete all summative assessment to receive a grade for the class. Without adequate evidence, a teacher cannot provide a valid assessment of the student’s mastery of the content, and the student cannot pass the class.

- **Summative Requirements**

- Students must provide a valid attempt to do their best on each summative assessment and Final exams.
- Students are required to complete all assigned summative assessments in order to receive a letter grade for the class, for that grading period (quarter, trimester, or semester).
- If a student does not complete a summative assessment, then the student would receive a No Evidence (NE) for the class.
- When a student has completed all missing assessments, the grade for that grading period (quarter or semester) will be the calculated based upon the established grading scale, and weighted categories, for the district.

- o The high school requirement is when a grading period (quarter or semester) ends, the student **will fail** the class for that grading period (quarter or semester) if the summative assessments are not completed. The grade will change from No Evidence (NE) to Fail (F).
 - o The middle school requirement is when a grading period (quarter, or semester) ends, students **may fail** the class for that grading period (quarter or semester) if the summative assessments are not completed. The grade can change from No Evidence (NE) to Fail (F).
 - o At the end of the school year, students are required to have all summative assessments and final exam complete by the last day of student attendance.
- **Grading Periods by buildings:**
 - o The middle school grades on Quarters and Semesters.
 - o The high school grades on Semesters.
 - o The elementary grades on Trimesters and Semesters.

Grading Scale

The following grading scale will be used district-wide:

A	100.00	-	92.50	C-	72.49	-	69.50
A-	92.49	-	89.50	D+	69.49	-	66.50
B+	89.49	-	86.50	D	66.49	-	62.50
B	86.49	-	82.50	D-	62.49	-	59.50
B-	82.49	-	79.50	F	59.49	-	50.00
C+	79.49	-	76.50	I	49.99	-	49.98
C	76.49	-	72.50	NE	49.97	-	0.00

Weighting

Summative Assessments 80%

Formative Assessments 20%

*At the minimum, 2 summative assessments must be given per quarter/trimester

Incompletes/Late Work

Organization and responsibility are very important in the learning process. Completing work on time is always a part of student learning; however, there are times where an incomplete will be given should a student not complete an assignment. Once a student completes the assignment a grade will be given. Full credit will be given once it is turned in. This allows skill achievement to be recorded, and the student's responsibility or lack thereof will be recorded in his or her citizenship grade.

Zeros

The grading practice is that nothing between a 0 & 49.99 be given as a grade. Zeros create an inaccurate representation of achievement as well as being ineffective as a responsibility-creating mechanism. If a student refuses to do a summative assessment, the student will receive a No Evidence (NE) grade until the task is complete. If a formative assessment is not completed, the student will receive a 50%, the lowest "F".



School District of Monroe

Grading & Assessment Guidelines

The School District of Monroe recognizes that supporting student growth and success relies on feedback in the form of grades. The school district will establish a consistent framework of grading and assessment practices that support the learning process and student growth. This framework will develop, with input from various stakeholders, guidelines and communicate them to both students and staff.

Retake Guidelines

The District Grading & Assessment Committee has developed the following retake guidelines. Our intent is for staff to utilize these guidelines.

- **Students have the opportunity to retake all summative assessments except final exams, and all spring retake opportunities must be completed by the teacher's last day in the spring.**
- **Students must make a legitimate attempt on the original assessment before being eligible for a retake.**
- **Retakes are a comparable assessment on skills not mastered from the first assessment. An entire retake can be given if a student does very poorly on the first assessment or parts can be retaken if the full assessment is not needed.**
- **Students can take one retake per summative assessment. The most recent assessment results will be reported. In a unique or unusual circumstance (i.e. a lower assessment score) an additional retake opportunity may be provided at the teacher's discretion.**
- **Students may be required to complete all formative work for the unit before attempting a retake.**
- **Teachers will prepare students for retakes by offering at least two different re-teaching opportunities. Students must participate in at least one before the retake. Corrections can be part of the re-teaching process but cannot constitute the retake.**
- **The retake must be completed in a timely manner as indicated by the teacher but no later than the next summative assessment.**