

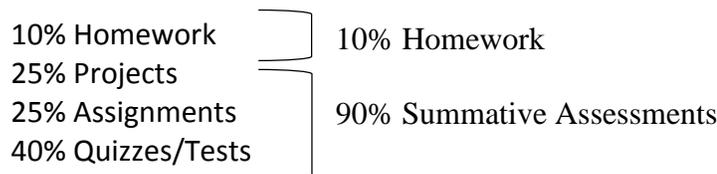
Oak Park School District
Supplemental Guidance on Grading Policies
November 2017

This guidance document has been prepared in response to recent questions from teachers around the district's grading policy, adopted in 2013. This communication is intended to add clarity and promote consistency in grading practices across the district. The research on grading and what works best for students guides our focus for more meaningful policies and practices. We recognize several best practices as important in moving our District forward:

- Linking grading and reporting practices to clearly defined curriculum, instruction, and assessment.
- Ensuring consistency in grading and assessment practices K-12.
- Adopting practices that allow for flexibility in meeting the learning needs of our students.

The following guidelines were published in 2013. As of November, 2017, the Oak Park District Administrative Team has updated these guidelines with clarifying language noted in *italics*.

- All instructional *units* will include formative and summative assessments. *Formative assessments are not to be included in grading calculations.*
- For the overall grade reported at marking periods and/or semester grade reporting, homework will be weighted at 10% and summative assessments of learning will be weighted at 90% (divided into three categories of 25% for projects; 25% for assignments; and 40% for quizzes and tests) of the overall grade reported at marking periods and/or semesters, etc. The scale is pre-populated and locked in MI Star.



- Grades will be based on clearly defined standards linked to curriculum, instruction, and assessment. *Participation, effort and other behavior-related indicators may be tracked separately (such as in Citizenship scores), but not factored into grades.*
- Elimination of extra credit (instead allowing opportunity for re-dos for better results and mastery of content). Re-dos can be allowed in partial form, in its entirety, or in a different format. *Up to two (2) re-dos are allowed on assignments, projects, homework, tests and quizzes. The district's expectation is that students will receive additional instructional supports (i.e., interventions, resources, additional instruction, etc.) before attempting a re-do. The cut-off date for the submission of re-dos is the Friday before the marking period closes.*
- Elimination of the zero (the "0") on the 100 point grading scale. On a 100 point scale, the 1 – 49 is eliminated, which means the lowest score a student can receive is a 50. Any scores below 50 will reflect an "R" for redo. All scales used for grading purposes *should* have equal intervals, or a zero

disproportionately impacts the overall grade. A typical 100 point scale, used by most teachers, does not have equal intervals. The 0 – 50 increment is much larger than the other bands (90-100, 80-90, etc.) and a zero score produces a heavier penalty than it would on a 4 point scale. Elimination of the zero is necessary in situations where grading is based on a scale that does not have equal increments. This requirement applies to any grade that goes in the gradebook, even if the student has not turned in the assignment. Example:

Assignment Scores						Points	Average	Final Grade
60	60	70	80	90	0	360	60	D-
1	1	2	3	4	0	11	1.83	D+

Note: The goal is to eliminate missing assignments altogether. Students who do not turn in work should be provided with instructional supports and may be assigned to work completion sessions at lunch, before school or after school.

- The opportunity for re-dos, when a student has not achieved proficiency, will be afforded throughout each marking period. There is no penalty assessed to re-dos to achieve proficiency. *Up to two (2) re-dos are allowed on assignments, projects, homework, tests and quizzes. The district’s expectation is that students will receive additional instructional supports (i.e., interventions, resources, additional instruction, etc.) before attempting a re-do. The cut-off date for re-dos is the Friday before the marking period closes.*
- The opportunity for late work submission (not a redo opportunity, but an opportunity for the first time submission) is afforded throughout each marking period *until the Friday before the marking period closes. Students must submit a **Late or Incomplete Assignment Form** with their late work submission and no academic penalty may be applied. Students who have a demonstrated history of late work submission (3 or more within a marking period) may be assigned to work completion sessions at lunch, before school or after school.*

Grading and Reporting Practices Definitions:

Formative Assessments: Designed for the purpose of adjusting instruction, reteaching, providing students with additional support or intervention, etc. These assessments help students understand exactly what they do and do not know in a particular content area. Examples include, but are not limited to verbal illustrations, *non-credit* quizzes, homework evaluated for learning, essays, journals, interactive notebook evaluations, exit cards, displays, and logs, etc. *As part of our improvement strategies, the district has focused on Indicator P4 of the 5D+ framework which sets forth parameters around the use of clearly defined learning targets and success criteria. The district encourages practices which allow students to regularly self-assess their own mastery.*

Summative Assessments: Designed for the purpose of assessing what students know and are able to do what has been taught, after instruction at the end of an instructional cycle or unit. These assessments help serve as measures of understanding at the conclusion of *a learning segment* and for students to understand exactly what they know now, after teaching and learning have taken place. Examples include but are not limited to quizzes, tests/unit tests, papers, presentations, projects, essays, and final exams, etc.

Homework: Assignments for students to complete outside of the classroom for the purpose of reviewing, reinforcing, skill practice or extending learned concepts. Homework should not be used as new learning and should not be assigned until students are able to complete the task independently.

Assignments: Designed for the purpose of summative feedback of learning. Examples might include review worksheets, lab write-ups, writing assignments, practice problems, reading and reflection, etc.

Projects: Designed for the purpose of summative feedback of learning. The objective must be clearly articulated, the task explicitly defined, the expectation clarified, high-quality work modeled/displayed as a reference, and the performance criteria communicated clearly. Examples include, but are not limited to collages, research papers/projects, computer application projects, verbal presentation projects, science fair projects, cultural history projects, math manipulative projects, service learning projects which include written reports, etc. Several projects to assess learning should be a part of a child's educational experience each marking period.

Quizzes/Tests: Designed for the purpose of providing students the opportunity to display mastery of standards that have been taught. This is the most traditional form of assessing for learning. Examples include, but are not limited to common assessments, teacher-created assessments, and unit tests, *chapter tests*, etc.

Grading Scale/Codes as Reflected in MiStar for Marking Period/Semester Calculations: (The scale is pre-populated and locked in MiStar.)

- Elementary Marking Periods are calculated at 50% First Marking Period + 50% Second Marking Period = 100% Final Grade for First Semester and the same for the Second Semester. This grade reflects the posted mark, not the grade book assignment calculation, but the mark that posted as the report card grade for each marking period.
- Secondary Marking Periods are calculated at 40% First Marking Period + 40% Second Marking Period + 20% Final Exam = 100% Final Grade for the First Semester and the same for the Second Semester. This grade reflects the posted mark, not the grade book assignment calculation, but the mark that posted as the report card grade for each marking period.
- MI Star grade books are expected to be updated a minimum of **once** a week for all classes assigned to the teacher. *Teachers are expected to enter a minimum of **two (2)** grades per week in the gradebook. Grades should reflect mastery of course-appropriate standards.*
- +/- Grades can be used during all marking periods.
- Advanced Placement courses are the only exceptions to the MiStar grade percentages.
- Use of Pass/Fail grades must be approved by Administration (the building principal).
- Satisfactory & Unsatisfactory grades are for elementary only.
- R's are allowable on Progress Reports but not on the actual report card.

Research states that the shift towards effective grading and reporting practices are not only limited to decreasing failure rates, but helps to improve student behavior and faculty morale, while decreasing resources allocated to remedial practices and credit recovery. Along with the desire to continue our intentional focus on improving student achievement for all students, our goal is to make the communication of grades as clear as possible. We want students and parents alike, to get timely, understandable, detailed information about academic progress. We also want to increase the consistency of grading and assessment practices in our District. This way, from year to year, and from teacher to teacher, the practices will be the same and the understanding of what is expected and what the grades mean comes with greater ease to all stakeholders. We look forward to the benefits of implementing the standardized grading and reporting system.

Resources

- Guskey, T. R. (2000). Grading policies that work against standards ... and how to fix them. *NASSP Bulletin*, 84(620), 20–29.
- Guskey, T. R., & Bailey, J. M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin.
- Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: ASCD.
- Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: ASCD.
- O'Connor, K. (2007). *A repair kit for grading: 15 fixes for broken grades*. Portland, OR: Educational Testing Service.
- Reeves, D. B. (2004). The case against zero. *Phi Delta Kappan*, 86(4), 324–325.
- Reeves, D. B. (2006). Leading to change: Preventing 1,000 failures. *Educational Leadership*, 64(3), 88–89.
- Dueck, M. (2014). *Grading smarter not harder*. ASCD Press.

Student Name:		Date:		Assignment Due Date:	
Class/Teacher:				Number of Days Late:	
Assignment:					
Reason Late/Incomplete:					

Student signature: _____ Supporting Teacher's signature: _____

Late or Incomplete Assignment Form

Student Name:		Date:		Assignment Due Date:	
Class/Teacher:				Number of Days Late:	
Assignment:					
Reason Late/Incomplete:					

Student signature: _____ Supporting Teacher's signature: _____