

Process for Determining Final Criteria Scores

WHAT IS THE LEARNING?

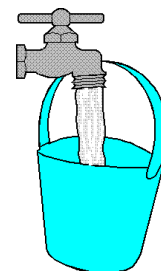
- Review the language of the rubric.
- What does this evidence look like?

EXAMPLE Criterion Rubric (one strand)

0	Does not reach a standard described below	
1-2	Summarizes information to a limited extent	<i>Beginning</i>
3-4	Summarizes information to make arguments	<i>Progressing</i>
5-6	Synthesizes information to make valid arguments	<i>Mastering</i>
7-8	Synthesizes information to make valid, well supported arguments	<i>Excelling</i>

WHAT IS THE LEVEL?

- Campus shows the most recent **ACADEMIC ACHIEVEMENT** score.
- What is the **MOST RECENT, CONSISTENT** evidence? (Patterns)
- Determine **BEST FIT** - Use professional judgment
- Use the **RUBRIC** to help define performance
- Consider extenuating circumstances
- If a decision is difficult, consider **PRACTICE** evidence
 - Use this evidence only to **“Fill the Bucket”**
 - **Clarification of possible misconceptions:**
 - Lack of evidence cannot work against a student.
 - Missing tasks are not evidence—they do not exist.
 - Consider what evidence is there—not what is missing.
- Focus on the “learning” – not the numbers.



WHAT ABOUT SPECIAL EDUCATION STUDENTS?

ACCOMMODATIONS	MODIFICATIONS
Can be made for ANY student (ACCESS)	Can be made ONLY for students with an IEP or 504 plan
Changes HOW the student is learning	Changes WHAT the student is learning
No change to grading and reporting	Comment on report card about standard level.

Use Professional **“JUDGEment”** – Trust yourself!



“We urge teachers to consider a judicial analogy as they plan assessment. Think of students as jurors think of the accused: innocent (of understanding, skill, and so on) until proven guilty by a **preponderance of evidence that is more than circumstantial**. In a world of standards-based accountability, such an approach is vital.”

-- Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005

Encourage students to present a strong case of convincing evidence for themselves!

Grading and Reporting Practices

- GRADING SCALE:
 - Academic achievement: 8-point equal interval scale
 - Practice: 8-point equal interval scale
- Behavior reported separately on an E, M, P, D scale (ATL)
- Categories: Academic Achievement (80%), Practice (20%); Approaches to Learning (0%)
- Practice is aligned to Academic Achievement
- No deduction for late work
- No extra credit
- Reassessment allowed for academic achievement tasks
 - Up to two weeks after receiving the score
 - Teachers communicate the reassessment policy in each course.
 - Students receive the higher of the two scores.
- All criteria are weighted equally.
- Students should have multiple opportunities to demonstrate learning in all criteria.
- **Clarification of Possible Misconception:** One “0” (missing) in the academic achievement category does not necessarily mean a “0” for that criterion. Consider ALL evidence. What learning has been demonstrated throughout the term? Think about the language of the rubric. Focus on the learning!
- Incomplete:
 - Two weeks are allowed as a result of extenuating circumstances (illness, family emergency, funeral, etc.)
 - Not for truancy, vacation, or failure to complete work on time are not considered extenuating circumstances
- NG: Awarded at the end of a semester with consent of a dean and the classroom teacher in the event that a student has not had the opportunity to be in class long enough to complete the work required for course
- Progress reports issued at midterm; report cards are issued at semester end.
- Conversion scale for semester grade:

Rubric Score	Letter Grade
8	A
7	A
6	B+
5	B
4	C+
3	C
2	D+
1	D
0	F

Trust is built with
consistency.

--Lincoln Chafee