

BATH COUNTY HIGH SCHOOL

Grading and Reporting Protocols

2017-2018

Bath County High School will be implementing a proficiency-based grading program that utilizes some aspects from standards-based grading, performance based instruction, and traditional grading. The purpose of this grading system is to provide protocols for teachers as they assess their students. Our assessment program is designed to assess our level of learning the student demonstrates based on learning targets derived from state adopted standards. We will continue to utilize Learning Targets derived from the most recent mandated standards as the vehicle to design instruction and assessments. Learning targets, must typically presented in the form of “I Can” Statements, are the academic skills our students should know to be able to demonstrate a proficient level of learning after instruction.

During the 2016-17 school year, the school leadership team and faculty discussed updating our current Standards Based Grading Document numerous times over the year. The discussions exposed a great variation in the implementation of the policy and the need to address the shortcomings of the three - Point Scale. The 2017-18 school year will be deemed a transition year as we begin our trainings and discussions to implement a more rigorous and effective system to assess our students' learning.

Note: Components of the SBG handbook will still be utilized for this school year and will be noted in this document as PSBGH (Prater's Standards Based Grading Handbook). The provisions established in the handbook will remain in effect unless otherwise noted in this document.

Formative Assessments: **Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or **learning standards** they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and **academic support**. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications. Formative assessments are factored into students' term grade for stressing the importance obtaining accurate data in the formative assessment process. In other words, students will be participate in learning the content during the formative process without an incentive to do so. Examples of formative assessments are, but not limited to the following: quizzes, journal entries, admission or exit slips, lab reports, etc... Formative assessments that are recorded in IC should be based on individualized performance.

Summative Assessments: Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course, or unit of study, in order to determine whether long term learning goals have been met. Summative assessments are not like [formative assessments](#), which are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. High quality summative information can shape how teachers organize their curricula or what courses schools offer their students.¹Although there are many types of summative assessments, the most common examples include the following: State-mandated assessments, District benchmark or interim assessments, End-of-unit or -chapter tests, End-of-term or -semester exams, Scores that are used for accountability for schools (AYP) and students (report card grades).

End of Course Assessment (EOC): A summative, cumulative assessment to measure student growth that the end of term instruction. The state will be field testing EOC assessments in the area of Biology, English II, and Algebra II this year. There will not be a field-tested exam for US History this year. It was suggested that the format will resemble the one used with the Science assessment field-tested last school year. This exam will not be calculated into our students' term grade.

Performance Tasks: Performance tasks build on earlier content knowledge, process skills, and work habits and are strategically placed in the lesson or unit to enhance learning as the student “pulls it all together.” Such performance tasks are not “add-ons” at the end of instruction. They are both an *integral part of the learning* and an *opportunity to assess the quality of student performance*. When the goal of teaching and learning is knowing and using, the performance-based classroom emerges. Performance tasks range from short activities taking only a few minutes to projects culminating in polished products for audiences in and outside of the classroom. In the beginning, most performance tasks should fall on the short end of the continuum. Teachers find that many activities they are already doing can be shaped into performance-learning tasks. A rubric must be provided when using a performance task.

Feedback: Feedback should be constructive, timely, and meaningful. Constructive mean that as the evaluator highlights the strengths and weaknesses of a given piece of work, as well as ways in which the student can improve the work. Timely feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks. This should take place during the formative assessment process. Meaningful feedback should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work.

The following modifications/provisions shall go into effect for the 2017-2018 school year:

1. All Learning Targets for instruction must be tied to specific standards.
2. All grading criteria provided in a rubric must be designed for the demonstration of proficiency that is tied to specific standards.
3. All assessment items must be directly related to Learning Targets.
4. Formative Assessments will be utilized to inform classroom instruction. Formative assessment data should be collected and analyzed daily and discussed in weekly Common Planning meetings for all core content areas. Re-teaching days should be utilized when deemed necessary by the analysis of the data. (Note: you do not have to record a formative assessment in IC daily; formative assessment do not necessarily have to be in the form of the traditional quiz).
5. Term Grades will be based on the following: 25% formative assessments; 60% summative assessments; and 15% End of Course (EOC) Assessments or End of Course Culminating Performance Task. (Note: State field-tested EOC scores will NOT be recorded in IC this school year).
6. All classes will administer an EOC Assessment/Performance Task at the end of the term that assesses content for the whole term. This assessment can be in the form of a test, project, essay, or event. The assessment must be cumulative, encompassing material from the whole semester/term.
7. All teachers must provide study materials to guide the review process for the EOC event. New instruction for assessment must be stopped at least one week before the EOC assessment is to be administered. This is to provide your students an in-depth review of the material covered during the term.
8. In addition to paper/pencil tests, summative assessments may be performance tasks such as; projects/products, demonstrations, writings, speaking, etc... which are to be evaluated with a rubric. This rubric must be provided to your students before the assessment is administered.
9. Quality rubrics based on standards/learning targets that detail the qualities demonstrated at each performance level must be provided for assessments outside of the traditional paper/pencil format.
10. All grades must be based on the determination of the student's level of learning only. Factors such as behavior, extra credit, attendance, etc... will not be used in determining grades. The only classes in which an exception to this provision can be made will be CSLs, Peer Tutoring, School-to-Work, Dual Credit classes, and any Office, Library, Custodian, or YSC aide. Classes that are granted this exception must provide their students a rubric that explains how these factors will affect their grades.
11. Students will be allowed to retake an assessments (formative and summative) only once (1) time between the time the last summative assessment was administered and the administration of the next summative exam. If a student needs to retake an assessment more than one time, the student must participate intervention (RTI) beyond the required practice. Example- Chris' first attempt on the assessment he makes a .05. He retakes after practice and makes a one (1). He would need to participate in some type of intervention to be determined and documented by the teacher before attempting another retake. Examples of interventions are as follows: tutoring provided outside of class time (Study Zone, after school, break, or bus bells). Any additional retakes after two (2) are at the discretion of the teacher.
12. When a student receives anything lower than a one (1) on a learning target, the student must retake the assessment (formative or summative). It is up to the student if they wish to retake an assessment or learning target for a score of 1.5 or better. Students are still required to complete practice or "reinforcement" activities for the target/content before they are allowed to retake. Appropriate practice or reinforcement activities are to be determined by the teacher.
13. Retake assessments are not to be the exact same assessment administered in the same form for the initial assessment, but must assess the same learning targets.

14. Teachers using performance tasks assessments are not required to allow students to “redo” the assessment due to the limitation of resources (ex. AG teachers do not have to allow a student to rebuild their toolbox). An alternative assessment must be offered to allow students the chance to demonstrate they gained a better understanding of the content.
15. Retake assessments will continue to be tracked by the same method as given in the PSBGH.
16. Students can only receive a maximum score of 95% or high proficiency on retakes. Students cannot receive a four (4) or 100% on a retake.
17. At least one formative assessment must be entered into I Campus weekly.
18. All assessments will be organized and recorded by the learning targets in I Campus.
19. Teachers will record the performance level in IC as follows: 0.5, 1, 1.5, 2, 2.5, 3, 3.5, or 4 (3.75 is only possible for a retake in which a distinguished level of performance is demonstrated). These scores will be tied to a percentage score based on the chart below. The percentage range scores is for **teachers’ information purposed only**. This is to be used by teachers who are utilizing a percentage system in the grading. Ex. A student makes a score of 88% on Learning Target 1. The teacher would record a score of a three (3). This score would translate to a 90% in the grade book.

Grading Scale:

Levels	0 No Evidence of Learning	0.5 Low Novice	1 Novice	1.5 Low Apprentice	2 Apprentice	2.5 High Apprentice	3 Proficiency	3.5 High Proficiency	3.75 (Retake Only) Distinguished	4 Distinguished
Description of Level	No data or so little data that no true evidence of learning was demonstrated	Very little evidence of learning was demonstrated	Beginning evidence of learning demonstrated	Demonstration of a level of competency beyond novice	Developing some level understanding of learning demonstrated	Demonstration of a level of competency beyond apprentice	Demonstration of knowledge to an acceptable level of competency was demonstrated	Demonstration of a level learning beyond just the acceptable level of competency demonstrated	Demonstration of a distinguished level of learning on a retake	Advanced level of learning beyond proficiency was demonstrated
Percentage Score	0	30	40	50	60	70	80	90	95	100
Percentage Score Range- For Teacher Use Only	0 - 24	25-34	35-44	45-54	55-64	64-74	75-84	85-94	95-100	95-100
Letter Grade Assigned by Bath County Schools Grading Scale	F	F	F	F	D	C	B	A	A	A

Additional Notes Based On Discussion of Updated Grading Policy: