



Grading and Reporting

Framework

Grades 6-12

2021-22

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Introduction

Overview

As the world of education continues to evolve, schools around the world look for innovative ways to prepare and support their students to navigate the skills in the forever changing landscape of the 21st Century. Avon Grove Charter School is not an exception and continues to explore ways to ensure that their students have the opportunity and skills to compete in college and the workforce.

The AGCS administration and teachers have sought the latest research in the area of grading and reporting. After much discussion they landed on the work of Dr. Tom Guskey and Ken O'Connor. Their recommendations and guidance in implementing a sound grading and reporting framework is what has driven our plan in order to achieve a consistent structure for teachers and students. Both Guskey's and O'Connor's philosophies believe that students should be graded on what they know, not their behavior or work ethic. To help build a policy around this philosophy, the 2019-20 school year was used for administration and staff to collaborate and design year one of a three year overhaul of the AGCS grading and reporting process.

Throughout the next three years, all aspects of the grading and reporting process will be reviewed and revised. Both administration and teachers will continue to collaborate on the design and framework, while continuously communicating this information to all stakeholders for feedback. It is expected that other concerns regarding grading and reporting will arise during this time period and we will put the same time and attention in working through those challenges, as we did with the initial framework.

The objective of this framework is to provide students a consistent structure that is grounded in performance assessment data. This information is designed for students and parents to better understand strengths, while also providing feedback on formative practice and 21st Century skills. As AGCS continues to develop lifelong learners, we believe that providing this feedback will ensure that AGCS students become productive members of society.



The Purpose

The report card has the “primary function of clearly communicating the level of student performance in relation to the attainment of learning expectations for a reporting period” (Munoz & Guskey, 2015). The purpose statement below was used to guide thinking and decision making as AGCS staff revised and implemented a structured grading and reporting system that “should identify students’ strengths and areas for growth and inform decisions” (Munoz & Guskey, 2015). Throughout this process, AGCS will continue to reflect upon this statement to ensure that the framework aligns with current beliefs and principles.

The purpose of the AGCS report card is to communicate with families and provide students with feedback about their knowledge of grade and content level standards, while identifying growth opportunities to improve a student's 21st Century skill set.

The purpose statement will be reflected on each marking period's report card.

The Structure

For students in grades 6-12, assignment grades will be divided into two categories (performance and formative) to provide more meaningful grades and to inform instruction, “grades reflecting academic achievement are determined separately from undefined aspects of process and progress” (Munoz & Guskey, 2015). The table below outlines examples of these assessments and how they are defined at AGCS.



<u>Performance Assessments</u>	<u>Formative Assessments</u>
<ul style="list-style-type: none"> - Are worth 90% of a students marking period grade 	<ul style="list-style-type: none"> - Are worth 10% of a students marking period grade
<ul style="list-style-type: none"> - Are defined as any assessments that measure a student's understanding of a standard or skill, in relation to the content standards. 	<ul style="list-style-type: none"> - Are defined as opportunities for students to practice and learn a skill or standard that allows for on-going feedback that can be used to improve teaching and student learning. - Strong formative feedback will yield strong results on a performance assessment.
<ul style="list-style-type: none"> - Examples- Unit assessments, projects, labs, formal presentations, written reports. performance tasks, or any cumulative work over a given period of time 	<ul style="list-style-type: none"> - Examples- Meaningful homework and classwork assignments, practice problems, discussions, response logs, self-assessments, journals, observations, etc.
<ul style="list-style-type: none"> - All teachers are required to have a minimum of four assessments per marking period. Two of the four performance assessments are required by the midpoint check. 	<ul style="list-style-type: none"> - Teachers have the autonomy to determine the number of formative assessments per marking period that are used to determine overall grade.

Each marking period will be worth 25% of a student's final grade.

(Midterms and Finals will be reviewed prior to the 2022-2023 SY)



Late Work Guidelines

To help provide autonomy for students, while building time management skills, the student late work policy has been revised as a result of the team's work. The late work policy will consist of uniformed deadlines throughout a marking period that apply to both formative and performance assessments. The policy will allow for students to earn the appropriate score for their content knowledge. Below are the updates to the policy:

- Formative Assessments will be accepted up to the due date of the corresponding Performance Assessment.
- Out of class Performance Assessments will be provided a 10 student day post due date acceptance period. (Due date and acceptance period deadline will be noted in PowerSchool)(Submissions are due by 2:15 PM)
- Teachers have the autonomy to assign their own due dates for assignments.
- If a student misses an assigned due date, the teacher will mark the assignment with a zero and a missing mark in the gradebook. If the student completes the assignment prior to the deadline, the assessment will be eligible for full credit.
- When the assessment is graded, the grade will be updated to reflect the earned grade on the assignment and noted in the gradebook as late.
- Zeros and missing marks of ungraded late work will be removed by the end of the next school day after submission.
- The late work policy does not apply to standard assessments and in class exams/quizzes. These assessments should be made up as quickly as possible.

Qualities of a 21st Century Learner

The 21st Century is a complex place that demands individuals to have a multitude of skills in order to be successful. One skill that aligns to the AGCS PACK values is accountability. At AGCS, students have the opportunity to showcase how they are holding themselves accountable throughout the school year. To communicate each student's accountability performance



and rating, each teacher will track a student's accountability through their engagement in class. Engagement in class shows a student being accountable for his or her learning.

The following are some ways a student can show engagement:

1. Ownership of his/her learning by submitting assignments in a timely manner
2. Participation in classroom discussions
3. Ability to work collaboratively in groups
4. Posing questions to the teacher or peers in order to seek clarification
5. Going above and beyond on a project or learning task

During the mid-point check, teachers will provide students a rating and feedback. This will allow students to determine what they are doing well and potential growth areas. At the end of each marking period, a student's final rating for that specific marking period will be determined. The rubric below outlines the performance ratings

During online learning, accountability ratings will be tracked through PBIS Rewards. Teachers will provide a point to each student daily if they demonstrate the above engagement examples.

***A student's accountability rating would only show on their report card. This data is for informational purposes. Ratings will not be highlighted on a student's transcript, or taken into consideration when providing a student's quarterly grade.**

Accountability Rating Rubric:

Rating	Performance	Description
4	Distinguished	Students are engaged more than 90% of the time.
3	Proficient	Students are engaged between 71-89% of the time.
2	Needs Improvement	Students are engaged less than 70% of the time.
1	Unsatisfactory	Students are engaged less than 60% of the time.



Report Cards

Student report cards will have additional information to enhance communication and guide discussion between parents, students, and teachers. Beginning in SY 2020-21, report cards will reflect a student's content knowledge in each specific class. Assignments that have inflated grades in the past, will no longer do so. AGCS hopes that these changes help motivate students to work hard, dedicate time to practice specific skills and standards, and persevere when content gets difficult.

Some additional information that will now be highlighted on the report card:

- Purpose statement: The purpose of the AGCS report card is to communicate with families and provide students with feedback about their knowledge of grade and content level standards, while identifying growth opportunities to improve a student's 21st Century skill set.
- Accountability rating

Minimum Grade

The lowest grade that a student can earn in the first three marking periods is 50%. There is no minimum grade for the 4th MP.

- Students with more than 5 unexcused absences from the course will not qualify.
- Teachers are to alert guidance of any students in danger of failing.
 - Possible accommodation: Structured Study Hall, extra help sessions, improvement plan
- If the minimum grade is applied, a conversation and action plan will be put in place to set up for success the next marking period.



Student Transcripts

Student transcripts will not highlight a student's accountability performance. Transcripts will continue to display a student's final grade for each content area

Special Education and 504 Plans

Students with Individualized Education Plans and 504 Plans will continue to receive their legal accommodations. Questions and/or concerns relating to a student's accommodations/modifications and grading/reporting should be directed to the student's case manager.

