

Uniting to Empower Culturally-
Enhanced Learners to Shape the
World!



Assessing, Scoring, and

Reporting

Guidelines for the Jefferson County School
District 509-J Community

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“The primary purpose for grading is to communicate with learners and parents about their achievement about their learning goals.”
--Ken O’Connor

JCSD scoring practices are guided and supported by education and reporting research.

Assessing, Scoring, and Reporting

Guidelines for the JCSD Community

Purpose

The purpose of this guidebook is to provide information, clarification, and guidance to all stakeholders in the Jefferson County School District with regard to assessing, scoring, and reporting practices in the performance-based system. The guidebook is divided into eight sections:

While referencing one section or another is a valid use of this guidebook, it is highly recommended that all stakeholders thoroughly read and understand each section. Questions that need further clarification should be directed to the school Principal or the Curriculum and Instruction Department.

Section I – Understanding the JCSD Context for Assessing, Scoring, and Reporting

The practices outlined in this guidebook are clearly aligned with the JCSD Strategic Design and backed by a significant body of educational research on the topic. This section is designed to review sections of the Strategic Design and present statements from the research as a way of understanding the context of these practices.

Key JCSD Guiding Principles Related to Assessing, Scoring, and Reporting:

About Learners and Learning, we believe that:

- We are all learners
- Learners learn in different ways and at different paces
- Learners learn from mistakes as well as successes
- Learning happens with, not to, the learner
- Learners have unique interests that heighten motivation and engagement

Key JCSD Vision Statements Related to Assessing, Scoring, and Reporting:

Learner assessment is directly aligned with clearly stated standards and curriculum. We identify what we want learners to know and be able to do; we teach to the learner exit outcomes and standards, and assess learner progress.

- Mistakes are inherent in learning; we discuss what went wrong, learn from the mistakes, and embrace new opportunities to demonstrate learning.
- When learners have trouble mastering a standard or outcome, they are not given a failing grade or labeled as failures but are informed that the outcome continues to be a work in progress.
- Each learner creates and maintains a portfolio containing successful demonstrations of standards and outcomes; learners and parents/guardians have access to the portfolio.
- Learners have multiple opportunities and ways of demonstrating learning.

The purpose of this guidebook is to provide guidance to all stakeholders.

Seven sections outline the key knowledge that all stakeholders should have regarding assessing, scoring, and reporting in the performance-based system.

Section I



“A man who has committed a mistake and doesn’t correct it is committing another mistake.”

--Confucius

Key JCSD Life Long Learning Standards Related to Assessing, Scoring, and Reporting:

The JCSD Graduate is a Passionate and Continual Learner who:

- Possesses the foundational skills necessary to build future learning and obtain skills to be career and college ready.
- Is a self-motivated, self-directed, and continual learner.
- Acquires, organizes, analyzes, evaluates, and synthesizes information from a wide variety of sources and applies that information to solve problems.
- Communicates (listening, speaking, writing, and reading) and collaborates effectively.
- Accepts failure as an opportunity to grow and persevere.
- Embraces evolving technology skills and competencies.
- Actively pursues knowledge and skills in order to better self, community, and the world.
- Analyzes current trends and issues and can articulate an argument with supportive evidence. Creates and pursues purposeful and challenging learning goals.
- Seeks learning opportunities consistent with future-focused vision of self.
- Exhibits leadership skills with integrity, is open-minded, creative, and adaptable.
- Questions current systems and perceptions in order to generate creative ideas and solutions.
- Can actively participate in a group to problem solve in order to attain a common goal.

Key Research Supporting JCSD Scoring, and Reporting Practices:

- No one method of grading and reporting serves all purposes well
- Scoring and reporting will always involve some degree of subjectivity
- Scoring requires thoughtful and informed professional judgment
- Scores have some value as rewards, but no value as punishments
- Give priority to the most recent evidence
- Give priority to the most comprehensive evidence
- Give priority to evidence related to the most important learning goals or standards
- Scores reflect both a learner's level of performance and the quality of instruction

These statements from the JCSD Strategic Design and various research studies should become essential and common knowledge for all JCSD stakeholders in order to clearly understand the context of grading and reporting in the performance--based system.

Section II – Purpose of Assessing, Scoring, and Reporting

The purpose of standards-based grading is to improve learner achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based grading and reporting will provide better communication to learners, parents, learning facilitators and administrators on what each learner knows and is able to do according to the identified standards and separately assesses the influence of positive and consistent work habits on learning:

- To clearly communicate learners' academic and non--academic achievement (to learners, their parents/guardians, and others)
- To provide information for self--evaluation to learners and learning facilitators

The purposes for assessing, scoring, and reporting include communication, direction, and evaluation

Section II



A standards based approach allows parents and learners to understand more clearly what is expected of learners and how to help them be successful in their

- To provide clear direction and incentives for learners to advance
- To identify learners for specific educational programs
- To evaluate the effectiveness of instructional programs

--Thomas Guskey

Standards-based grading measures the mastery of the learning objectives, or how well the learner understands the material in class. It is based on a specific set of standards that learners need to meet for each grade/content level. Marks are not a comparison of one learner to another, but rather a way to measure how well learners are doing on grade-level/course standards. A standards based approach allows parents and learners to understand more clearly what is expected of learners and how to help them be successful in their educational program.

A standards based approach indicates what learners know and are able to do.

Traditional Grading	Standards Based Grading
Usually related to assessment methods. One grade per subject.	Based on learning goals with a grade for each.
Based on a percent system; often norm-referenced or a mix of standards, criteria not clear.	Standards and proficiency-based using a limited number of levels with criteria and targets known to all.
Use an uncertain mix of achievement, attitude, effort and behavior. Use penalties and extra credit.	Measure only achievement, behaviors reported separately. No penalties or bonuses given.
Include group scores.	Includes individual evidence only.
Score and include everything—regardless of purpose.	Use formative and outcome assessments (focus is on the outcomes of the program) for grading.
Include every score regardless of when it was collected.	Emphasize the more recent evidence of learning.
Multiple assessments recorded as average, not best. (Mean)	Reassessment without penalty within guidelines identified.
Grades calculated using the mean (average).	Use median (middle value), mode(most frequently occurring) and professional judgment to determine grades.
Assessments vary in quality. Some evidence comes only from learning facilitator recollection.	Derived from quality assessments.
Often only stored in learning facilitators heads.	Data carefully recorded.
The learning facilitator makes decisions about grading and announces these decisions to learners.	All aspects discussed with, and understood by learners.

Section III – General Guidelines for Assessing and Scoring

The JCSD guaranteed curriculum has been organized into standards. All content is based on the Common Core State Standards, Next Generation Science Standards, and the Oregon state content standards for each content area.

Learning Targets:

Section III



Learning targets enable learners to know where they are going in the learning.

Identify what the learner knows and is able to do relative to the standards, usually in an “I can” statement. It is written in language this is specifically designed for learners and includes measurable objectives that anchor instructional activities and formative assessments.

Common Rubric: (Document that articulates the expectations for an assignment by listing what counts, and describing levels of quality from excellent to poor.)

An effective and meaningful way to provide specific feedback for learning is in the form of specific criterion-referenced rubrics and indicators that range from beginning to mastery. Criterion-references rubrics clearly illustrate the learning that needs to take place (learning target) in order for learners to demonstrate higher level knowledge and skills sets. When assessing and reporting, learner’s progress, the following marking scale will be used:

JCSD Rubric for Academic Learning

Score	What the Student Knows
4	The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.
3.5	The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and in---depth inferences and applications with partial success.
3	The learner knows all the simple knowledge and skills, and all of the complex knowledge and skills.
2.5	The learner knows all the simple knowledge and skills, and some of the complex knowledge and skills.
2	The learner knows all of the simple knowledge and skills.
1.5	The learner knows some of the simple knowledge and skills, and some of the complex knowledge and skills.
1	With help, the learner knows some of the simple knowledge and skills.
.50	Even with help, the learner does not know any of the simple or complex knowledge and skills.

A standards based approach indicates what learners know and are able to do.



Learning targets enable learners to know where they are going in the learning.

Career and college readiness skills, such as citizenship and behavior, are scored and reported separately using the rubric below:

Scoring Rubric for Career and College Readiness

Score	What the Learner Does
4	The learner always or nearly always demonstrates these characteristics.
3	The learner usually demonstrates these characteristics.
2	The learner sometimes demonstrates these characteristics.
1	The learner rarely or never demonstrates these characteristics.

College and Career Readiness Standards

	College & Career Readiness Standard	Workplace Definitions “soft skills”
Grades K-5	Empathy	Empathy can help you avoid staff attrition by staying in touch with what your employees are feeling; similarly, it can help you meet the needs of your customers.
	Emotional Management	Emotion management can help you deal with any conflict you may be having in your personal life so you can behave more calmly and professionally in your workplace.
	Emotion Recognition	Emotion recognition can help you understand when is or is not a good time to give your boss some bad news or pitch the latest product to a client.
	Problem Solving	Problem solving is an essential skill not only in the workplace but in life. The ability to face roadblocks calmly by thinking through the problem, brainstorming solutions, and trying them out is something any employer will value.
	Impulse Control	Impulse control is a key workplace skill, especially in our digital world. It’s all too easy to fire off an angry email immediately. Calming down and thinking carefully before pressing “send” can help avoid a crisis.
	Communication	Communication isn’t just about using good grammar and spelling; it’s also about listening respectfully and focusing attention, and it’s essential to teamwork, client relations, and your relationships with your boss, employees, and coworkers.
	Assertiveness	Assertiveness (as opposed to passivity or aggression) goes a long way toward getting you what you want or need without insulting or offending the other person.
	Citizenship	Citizenship , do you share to make your school and community better? Stay informed, be a good neighbor, obey the laws and rules, respect authority, and protect the environment.
Oregon High School Essential Skills		
Grades 6-12	Listen actively and speak clearly and coherently	Listen actively to understand verbal and non-verbal communication. <ul style="list-style-type: none"> • Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems. • Present or discuss ideas clearly, effectively, and coherently, using both verbal and nonverbal techniques. • Use language appropriate to particular audiences and contexts.
	Think critically and analytically	Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon. <ul style="list-style-type: none"> • Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon. • Gather, question and evaluate the quality of information from multiple primary and secondary sources. • Propose defensible conclusions that address multiple and diverse perspectives. • Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.
	Use technology to learn, live, and work	Use creativity and innovation to generate ideas, products, or processes using current technology. <ul style="list-style-type: none"> • Use technology to participate in a broader community through networking, collaboration and learning. • Recognize and practice legal and responsible behavior in the use and access of information and technology.

Soft skills refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with.

College and career readiness means that a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework.

	<ul style="list-style-type: none"> • Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.
Demonstrate civic and community engagement	<p>Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.</p> <ul style="list-style-type: none"> • Perform the civic and community responsibilities essential to living in a representative democracy. • Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions. • Apply a global perspective to analyze contemporary and historical issues.
Demonstrate personal management and teamwork skills	<p>Participate cooperatively and productively in work teams to identify and solve problems.</p> <ul style="list-style-type: none"> • Display initiative and demonstrate respect for other team members to complete tasks. • Plan, organize, and complete assigned tasks accurately and on time. • Exhibit work ethic and performance, including the ability to be responsible and dependable.

Everything a learner does, says, or creates is evidence of learning.

Use formative assessment data to check and adjust instruction, monitor, give explicit feedback, track progress, and celebrate success.

Learners are more likely to complete their late assignments if they know it will not be graded down.

Assessment Practices that Support Learning

A standards-based system requires that assessment practices involve a clear understanding of the learning target and what it will look like when accomplished. Examples of these practices that support learning and assessment are:

- Make the learning target explicit, public, and accessible so that the standard is known and can be met because learners know what is expected (i.e., written descriptions such as rubrics and key exemplars).
- Use formative assessment (*data to check and adjust instruction, monitor, give explicit feedback, track progress, and celebrate success.*) Not all formative assessments are scored.
- Discuss and involve learners in assessment, including grading, throughout the teaching/learning process.
- Use criterion---referenced standards as reference points for scoring. Assessment results and scores are measured against a performance level, not against the performance of others.
- Use quality assessments and properly record evidence of achievement.

Using Evidence for Scoring

It is important to keep in mind the following guidelines for collecting and evaluating evidence used for scoring. Evidence should:

- Reflect a learner's most consistent, more recent pattern of performance.
- Be selected because of its alignment with outcomes and learning targets.
- Reflect informed learning facilitator judgment regarding the quality of learner work.
- Be strengthened by collaborative scoring sessions by learning facilitators.

Types of Evidence

Learners demonstrate evidence of learning in multiple assessments and in multiple ways, including different modalities (how students use their senses in the learning process), or styles. Anything a learner does, says, or creates could be used as evidence of learning. Evidence may include:

- Personal Communication (e.g., conferences, learning logs, response journals, oral tests)
- Learning Facilitator Observation
- Performance Assessment (e.g., play, poem, essay, research paper, podcast)
- Demonstrations (e.g., debate, reading, recital, retelling, role play)
- Presentations (e.g., live or taped, oral presentation, visual presentation, PowerPoint or multimedia presentation)
- Seminars
- Projects
- Portfolios
- Paper---and---Pencil
- Tests/Quizzes
- Criterion---referenced
- End of unit Exams

Note: To determine if a learner has learned the knowledge in a task that is completed with a partner or group, and/or using notes or resources, it is important to have the learner independently demonstrate knowledge.

Adjustments for Learners with Special Needs

Learners with special needs present Learning Facilitators with unique challenges when it comes to scoring and reporting. These challenges primarily involve two different groups of learners:

1. Learners with Disabilities
2. English Language Learners

Learners with Special Needs

At JCSJ, we provide a continuum of services for learners with special needs that offer educational experiences and classroom activities appropriate for the learner. Learners having special needs may have identified accommodations and/or modifications necessary for equitable learning conditions.

Accommodations: Accommodations are devices, practices, interventions, or procedures provided to a student with special needs that affords equal access to instruction and assessment. Accommodations do not change the learning expectations, construct, grade-level standard, and/or measured outcome. All learners receive accommodations in varying forms and degrees, and because of that, it is not identified or referenced on progress reports.

Examples of accommodations include:

- changes in teaching strategies
- test presentation, location, timing, scheduling
- environmental structuring (i.e., lighting, noise levels)
- wearing glasses
- reducing quantity of work
- extra help/extra time/frequent breaks

Modifications: Modifications are also devices, practices, interventions, or procedures that afford equal access to instruction or assessment. Modifications change the learning expectations, construct grade-level standard, and/or measured outcome.

Accommodations are devices, practices, interventions, or procedures provided to a student with special needs that affords equal access to instruction and assessment.

Modifications are also devices, practices, interventions, or procedures that afford equal access to instruction or assessment.

Examples of modifications include:

- unpacking the standard and selecting key learning targets
- reducing or changing the content of a unit or topic
- using a calculator on a math computation test
- reading a language arts text aloud during a comprehension test
- adjusting the expectations for mastery of content

English Learners

A second group of learners who present unique assessment challenges are English Learners. The language difficulties encountered by English Learners make it challenging to get an accurate picture of their learning progress. It is essential that scores reflecting English Learner achievement and level of performance be based on accurate and reliable evidence and that information regarding learning facilitator appraisals of learner achievement be clearly communicated. For this reason, accommodations are likely to be required in formative assessment procedures.

Scoring Do's and Don'ts

Acceptable Grading Practices	Unacceptable Grading Practices
Give priority to the most recent evidence. Assign or ensure that final scores show current learning accomplishment (not an average of all of the scores that have been recorded).	Don't use scores as punishment for poor attendance, inappropriate behavior, lack of punctuality, or late work.
Give priority to the most comprehensive evidence.	Don't use scores to punish for academic dishonesty, which is primarily a discipline problem that must incur clear consequences. The appropriate academic consequence is to "do it again without cheating or plagiarizing."
Align scores to intended learning targets. Effort, participation, attitude, and other personal and social characteristics need to be reported separately from achievement.	Don't score "on a curve." Scores reported should always be done in reference to the specific criteria that has been developed for each learning target.
Use criterion--referenced exemplars as reference points to determine scores.	Don't give credit or inflate academic scores for positive behaviors or attitudes (e.g., bringing extra pencils, sitting quietly, and being polite to others). Extra credit and bonus points are not consistent with performance--based practices.
Learners should be given individual scores which reflect individual achievement when participating in group learning	Don't average scores on a learning target to give a final score. Give a final score that shows current overall learning of that learning target.
Involve the learner in understanding, assessing, and tracking learning targets.	Don't score by using traditional 0 to 100 percentage scale (e.g., 90--100 = A, 80--89=B; 70--79=C, 60--69=D; 0--59=F).
Provide systems and structures for learners to set goals, track learning, and celebrate success.	Don't interpret 1--4 scoring scale as the same as the traditional A--F grades. The two systems are not equal. A learner who has shown flawless learning of the required information/skill and the learner who has shown acceptable learning of the required information/skill are <u>both</u> scored at a 3 level.
Establish consistent scoring scales to ensure consistent results across content levels, classes, and schools.	Don't use a 0 to show that work is incomplete or missing.
Keep records that can be updated easily.	Don't give scores simply for the completion of assignment.

Give priority to the most recent evidence. Assign or ensure that final scores show current learning accomplishment

Align scores to intended learning targets. Effort, participation, attitude, and other personal and social characteristics need to be reported separately from achievement.

Section IV: Types of Assessments Used in Scoring

Assessment is an activity that provides information to direct action. There are three types of assessment:

- **Universal Screeners** are pretests that show current knowledge on learning targets and are used to determine proficiency and correct instructional placement. In general, these assessment are used for instructional planning and placement purposes, not for scoring and reporting. However, if a learner demonstrates proficiency on a diagnostic test, the results may be used to determine the learner's proficiency level.
- **Formative assessments/progress monitoring/diagnostic** show how learners are progressing toward their learning target. It can be used to track learner progress over time and inform the learning process. Formative assessment should be understood as a process, not as a specific type of test given at the end of learning. To determine if an assessment process is formative, the following questions should be considered:
 - Is it used to identify learners who experience difficulty in their learning?
 - Are the results of the formative assessment utilized to change instruction?
 - Do learners who had difficulty in their learning receive high-quality corrective instruction?
 - Do learners receive an additional opportunity to demonstrate their learning?
- **Mastery/Outcome Assessments** are used to determine if the learner is proficient in the skills or strategies taught. The Smarter Balanced Assessment is utilized to determine mastery of the Common Core State Standards (CCSS).

Section V: Reporting Progress and Feedback

Providing learners with feedback aligns with the following Jefferson County Life Long Learning Standards. A JCS D graduate is a self-actualized (fulfilling your potential and becoming all you can be) learner who:

- Reflects deeply on past experiences and seeks feedback to adjust and improve future encounters.
- Listens, encourages, accepts feedback, continues to build trust, and offers constructive feedback to individuals and groups.
- Embraces a personal growth mindset.
- Uses life's challenges to build personal resiliency.
- Accepts failure as an opportunity to grow and persevere.
- Actively pursues knowledge and skills in order to better self, community, and the world.

Purpose of Feedback

Feedback is information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improved learning. Feedback to learners is an essential component of the Cycle of Learning and answers the following questions:

- What can the learner do?
- What is the learner attempting to do?
- What does the learner need next?

Learners use feedback to improve learning, learning facilitators use feedback to improve instruction, and parents use feedback as partners in education.

Section IV



Formative Assessment conducted throughout the learning cycle serves to inform both the learner and the learning facilitator.

Section V



When learners know what they are learning and receive feedback that is corrective and specific, learning performance increases by 34 percentile points. (Marzano)

Feedback for Learners

Specific, descriptive, and timely formative feedback is needed both during and after the learning. In this kind of feedback, learner work is compared to criteria, rubrics, models, exemplars, samples, or descriptions of excellence. Learners learn what elements of their work (products, processes, or presentations) meet quality expectations and where they need to learn more to improve their work. Learners understand this feedback more readily because it relates directly to their learning. Another valuable form of feedback is when learners supply formative feedback to their peers. Ideally, feedback involves choice on the part of the learner as to what and how to receive feedback. Feedback should be frequent enough so that learners can track their own learning and monitor progress or achievement of the learning goal.

Evaluative feedback needs to occur when the learner has shown evidence of the learning. This type of feedback tells the learner how he/she has performed in relation to the learning target. It is also intended to verify the evidence that the learning target has been met as indicated from formative classroom assessments.

Feedback for Learning Facilitators

The best classroom assessments serve as meaningful sources of feedback for learning facilitators. Assessments provide learning facilitators with specific guidance in their efforts to improve the quality of their instruction by helping identify what they taught well and what needs work.

When assessing learning during the cycle of instruction, the assessment should be formative in nature.

The feedback during and after instruction is used to monitor learning, and to adjust instruction. Ideally, feedback consists of observations, interactions that check on understanding, evaluation of learner work, and formal assessments. If feedback illustrates that learners have not mastered the learning, the learning facilitator is expected to provide high-quality corrective instruction, monitor, provide continuous feedback, and reassess to ensure that learners have mastered the knowledge.

Feedback to Parents

Feedback to parents is an essential component of effective instructional practice.

Reports to parents should:

- Include positive comments
- Describe progress on specific learning goals or expectations
- Provide specific suggestions on what parents can do to help
- Stress parents' role as partners in the learning process

Reporting learning progress to parents can be communicated using a variety of tools:

- electronic reporting system
- notes with report cards
- weekly/monthly progress reports
- newsletters and/or personal letters
- evaluated assignments or projects
- parent-learning facilitator conferences
- portfolios or exhibits
- standardized assessment reports
- phone calls
- homework
- learner tracking forms
- learner-led conferences

Effective feedback provides information specifically relating to the goal and the task or process of learning—it fills the gap between what is understood and what is aimed to be understood. (Hattie)

Effective feedback answers three major questions:

- *Where am I going?*
- *How am I going?*
- *Where to next?*
(Hattie)

Section VI: Entering Scores into the Electronic Reporting System

An electronic system for tracking and reporting learning is utilized. As such, it is the *medium* for recording and communicating learning.

Our student management system allows for five levels of scoring and feedback. Learners are provided scores on evidence (e.g., tasks, activities, and assessments), learning targets, units, and content level. Learning facilitators are responsible for inputting and maintaining evidence and learning target scores. The Power School system performs two calculations.

Standard Calculation: First, the grading system calculates a score for each learning target (standard) by averaging assignments within a standard.

- Mean (Average): The average for the entire data set of assignments.

Learning Target Calculation Example:

Learning Target 1 (Standard)				
Assignment 1	Assignment 2	Assignment 3	Assignment 4	Average of Assignments 1-4
3	3.5	4	3.5	3.50

Overall Score Calculation: Second, the grading system calculates an overall score for the course by averaging all the learning targets (standards) scores within the course.

The Average Overall Score for All Standards is your learner's ongoing grade in the class. This is calculated by averaging your learner's scores on any learning targets (standards) that have been assessed and is continually updated by your learner's teacher (learning facilitator). You can see your learner's scores on the individual standards in the Power School Parent Portal. This is the score given to a learner based on performance across multiple learning targets (standards). The calculations work the same at this level but are computed using the standard score rather than individual assignment scores.

- Mean (Average): The average for the entire data set (without any weighting) across multiple standards.

Overall Score Calculation Example:

Overall Score Calculation				
Learning Target 1 Standard 1	Learning Target 2	Learning Target 3	Learning Target 4	Average of all Learning Targets in Course
3.5	3	2.5	3	3.0

At K-5 grades you will not see an overall score but individual standard growth scores of 1-4. At the 6-12 level a 4.0 overall scale of the content standard, describing the level of proficiency will be utilized. In a standards based system the only time you will see an "A, B, C, D, F grade is on the high school transcript when the 4.0 scale is converted to a letter grade.

"No studies support the use of low grades as punishments. Instead of promoting greater effort, low grades more often cause students to withdraw from learning. To protect their self images, many regard the low grade as irrelevant and meaningless. Other students may blame themselves for the low grade, but feel helpless to make improvement."

—Selby & Murphy

All learners are encourage to continue working on their standards until they reach proficiency of level 3 in alignment with the JCSD Strategic Design Plan:

- Mistakes are inherent in learning; we discuss what went wrong, learn from the mistakes, and embrace new opportunities to demonstrate learning.
- When learners have trouble mastering a standard or outcome, they are not given a failing grade or labeled as failures but are informed that the outcome continues to be a work in progress.
- Learners have multiple opportunities and ways of demonstrating learning.

Report Card & Transcript Grades:

Overall Grades K-8		
Overall	Learning Level	
4	Mastery	
3	Proficient	
2	Developing	
1	Beginning	
0	No Effort	
Overall Grades 9-12		
Overall	Learning Level	Transcript Grade
3.75-4.00	Mastery	A
3.50-3.74	Mastery	A-
3.25-3.49	Proficient	B+
3.00-3.24	Proficient	B
2.75-2.99	Proficient	B-
2.50-2.74	Developing	C+
2.00-2.49	Developing	C
1.75-1.99	Developing	C-
1.50-1.74	Beginning	D+
1.25-1.49	Beginning	D
1.00-1.24	Beginning	D-
0-.99	No Effort	F

The following comments may be included when reporting learner’s progress.

- **Mis** for missing work; assignment has not been submitted, at semester end the “mis” will turn to a 0.
- **x** for assignments that have been excused and for assignments that have been challenged and meet proficiency. For example, if a learner receives mastery on the outcome assessment (4) and are not required to complete the prior assignments, each will be replaced with an **x**.

Reassessment:

The purpose of these guidelines is to provide additional opportunities for learners to demonstrate their learning, and to convey the message that every learner is given an opportunity to reach a proficient level on all standards.

Grades that are accurate, consistent, meaningful, and supportive of learning and the change to standards-based grading is an effort to reach that goal.

The reassessment policy also supports learner learning by allowing new levels of learning to replace old when a learner shows improvement on an assessment.

Section VII



Because learning is a process that takes place over time, each assessment will provide feedback for the learner about what to focus on next, and the learner will be allowed to retake assessments. If the new assessments shows a higher level of mastery, that new score replaces the old one.

*Rigor is more than what you teach and what standards you cover; its how you teach and how students show you they understand. True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.
--Blackburn, 2008*

Reassessments will not be automatic. Learners must demonstrate additional learning to earn the opportunity for improved academic scores.

Learning facilitator's syllabi must explain the assessment and reassessment process.

Improved scores will **replace old scores** with evidence of new learning.

Examples of reassessment opportunities that learning facilitators utilize.

- Ask students who redo assignments to submit the original attempt with the new one and to write a brief letter comparing the two. What is different, and what did they learn as a result of redoing the work?
- Give alternative versions of the assessment. The redo version maybe more demanding.
- Announce to learners and their parents that redos are permitted at teacher discretion.
- Require learners to submit a plan of relearning and to provide evidence of that relearning before work can be redone. This includes creating a calendar in which learners list say-by-day what they will do to prepare.
- Push hard for learners to redo anything associated with the most important standards and less so with work associated with less important standards.
- Choose note to allow any retakes or redos the last week of the grading period as learning facilitators are closing down the grade book and doing report cards. You can allow students to learn the material and have their grade changed up to two weeks after the semester ends.
- Replace the previous grade or mark with the most recent one; don't average the two attempts together.
- Unless an assessment is complex and interwoven, allow students to redo just the portions on which they performed poorly, not the entire assessment.
- Additional study guide completion
- Proof of additional studying (after school study session with learning facilitator, tutor, parent).
- Revised assignments with highlighted changes

Retaking Final Grades

In alignment with the JCSD Strategic Design plan we embrace new opportunities to demonstrate learning, therefore learners will be able to re-take a course and the retaken course grade will replace the previous grade.

Incompletes

Incompletes must be made up within **two weeks** after the "I" has been awarded or they will change to an "F" on the student's transcript.

Section VII – Frequently Asked Questions

What is standards-based grading?

Standards-based grading measures your learner's mastery of the essential standards for a class, or how well your learner understands the material in class. At the beginning of every unit, the learning facilitator will break down the standards for the unit into smaller objectives and criteria using a detailed rubric. During the unit, the learner is assessed to see if they truly know the material using a variety of assessments, such as traditional pencil-and-paper tests, projects, discussions, or reports. The class grade will be based on all of the evidence the learning facilitator collects demonstrating mastery of the essential standards.

The goal of this approach is to provide the learning facilitator, learner, and parent as accurate a picture as possible of the learner's learning and to encourage a dialogue about how the learner can master the material for the class. In particular, because learning is a process that takes place over time, each assessment will provide feedback for the learner about what to focus on next,

and the learner will be allowed to retake assessments. If the new assessments shows a higher level of mastery, that new score replaces the old one.

How is standards-based grading different from traditional grading?

In the traditional 100-point grading system, a learner's grades are typically based on all of the work assigned in class, including class work, homework, projects, quizzes, and tests. These scores are often arranged in the grade book based on the type of assignment rather than on the essential standards for the class. The grade may also include points for non-academic factors, such as participation, effort, or attitude.

Standards-based grading does not separate out tests, or projects. All of the work a learner does is used to assess the learner's mastery of the standards. A learner's scores from their work are tracked by the standards, which give the learning facilitator, learner, and parent a very detailed picture of which standards a learner has mastered. Non-academic factors like behavior, attitude, and attendance are not included in this grade and reported in a different manner.

Why is the district changing to standards-based grading?

The goal of the Jefferson County School District to report grades that are accurate, consistent, meaningful, and supportive of learning and the change to standards-based grading is an effort to reach that goal. Here is how standards-based grading addresses each of those four criteria.

Accurate: By basing a learner's grade on solely academic factors, the learning facilitator creates a clear picture of what the learner has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential, but are not part of the learner's academic grade and are communicated separately.

Consistent: For each unit, the learning facilitator will provide a rubric that describes exactly what the learner will need to master. Using these rubrics establishes clear expectations for mastery up front and applies them consistently throughout the unit and semester.

Meaningful: A meaningful grade is one that clearly communicates what learning has taken place. In a standards-based classroom, scores are recorded by the standards rather than by type, such as tests or projects, making it easier to identify areas of strength and to address areas of concern for each learner.

Supportive of Learning: Standards-based grading supports learning by focusing on the material that has or has not been learned rather than on accumulating points to reach a certain total. The reassessment policy also supports learner learning by allowing new levels of learning to replace old when a learner shows improvement on an assessment.

How will my learner be assessed?

Your learner's learning will be assessed using a variety of assessments. These tools will include formal assessments such as traditional paper-and-pencil tests, projects, written papers, lab reports, or verbal assessments, but they may also include informal assessments such as classroom discussions or learning facilitator observations. Essentially, everything that a learner does in a standards-based class provides the learning facilitator with evidence of the learner's learning.

What can my learner do to raise their grade in a standards-based class?

The goal in a standards-based class is on ensuring that learners master the standards for the class, so any efforts to raise your learner's grade will have the same goal. Your learner should meet with their learning facilitator to determine which standards they need. If your learner demonstrates a higher level of mastery on the assessment, then the grade for that standard will be increased and your learner's grade will increase. Again, the focus is on improving your

Allowing students to redo assignments and assessments is the best way to prepare them for adult life.

-Rick Wormeli

In alignment with the JCSD Strategic Design plan we embrace new opportunities to demonstrate learning, therefore learners will be able to re-take a course and the retaken course grade will replace the previous grade.

learner's mastery of the material, so extra credit points are not used in standards-based classes.
If you have any additional questions about the reassessment process, please contact your learner's learning facilitator.

Why should my learner do the homework assigned in class if it isn't included in the grade?

Many learners feel that in a standards-based class they don't have to worry about anything except their projects, class practice work, and assessments. This is incorrect. It is important for learners to understand that they are being assessed every day by their learning facilitators and that everything they do in class lets their learning facilitator assess their knowledge and helps prepare the learners for the assessments.

Just as an NFL team would never expect to win the Super Bowl without hours upon hours of practicing, learner's need the practice homework provides to prepare them for success. Learner work is also analyzed by learning facilitators to determine growth and improvement towards mastery of a specific skill or content. Every learning facilitator has the responsibility of taking all the work a learner does into account when assigning a grade to a learner's work for a semester. So, if a learner chooses to not do an assignment, not only are they missing an opportunity to practice a skill, they also miss an opportunity to display mastery of a standard to their learning facilitator.

Why doesn't my learner have a grade yet?

Because standards-based grading focuses on assessments, your learner's overall class grade may not be updated as frequently as it was when every assignment impacted the grade. This shift is especially noticeable at the beginning of the semester when it may take a few weeks for the class to complete the first assessment and for your learner to be given a grade. However, while the overall grade may not change as frequently, the learning facilitators are still recording other assignments, such as in-class assignments and projects that provide important feedback to you and the learning facilitator about what work is being done. You can see this additional information by clicking on your learner's grade for a class. Please contact your learner's learning facilitator at any time if you have questions about your learner's grade.

Are college and career readiness factors, such as effort, attitude, participation, and behavior part of the class grade?

Effort and conduct ratings are provided to give feedback about non-academic factors in each classroom such as the learner's behavior, attitude, participation, and effort. This rating does not impact the academic achievement grade a learner earns.

If we change school districts, how will my learner's grade be transferred if the new district does not use standards-based grading?

When a learner transfers to a new district, the transfer grade is determined by the learner's current letter grade. For example, if the learner currently has an average of 3.00 on the standards-based scale, the current letter grade is a B, so the transfer grade is sent as a B.

How can I get more information about my learner's grade or about standards-based grading?

If you have questions or concerns about your learner's grade in a class or if you would like more information on standards-based grading, please contact the learning facilitator of that class for additional information.

How are career and college readiness skills scored?

Life skills, such as being a good citizen or a responsible worker, are part of the JCSD Career and College Readiness Rubric. These scores are often associated with participation, behavior, and work ethic. Scores are awarded on a 1 to 4 scale indicating the following: Score 1– the learner never exhibits these characteristics; Score 2 – the learner sometimes exhibits these characteristics; Score 3 - the learner usually exhibits these characteristics; Score 4 – the learner always exhibits these characteristics. Life skills scores are always separated out from content or academic scores.

What about extra credit?

Section VII



Extra credit does not measure learning.

Just as an NFL team would never expect to win the Superbowl without hours upon hours of practicing, learner's need the practice homework provides to prepare them for success.

The goal in a standards-based class is on ensuring that learners master the essential standards for the class, so any efforts to raise your learner's grade will have the same goal.

Extra credit does not measure learning. In a standards-based system, learners are actually able to demonstrate their learning in many different ways and timeframes. As an example a learner that has a 2 on a specific learning goal is encouraged to have multiple opportunities to demonstrate their learning at the 3 level.

What is the problem with including zeros in grades?

A zero has a profound effect when combined with the practice of averaging. Zeros skew the average. In a standards-based grading system learners earn credit for demonstrating learning. If a student submits no work or demonstrates no learning, then no credit is assigned. Missing assignments will be recorded as “mis” until the end of the semester when they will change to a 1. (“I”) If work is not completed within one semester after the incomplete is awarded, the incomplete will be changed to an “O” “F” for a credit course.

Section VIII -- Glossary:

Common Core State Standards (CCSS)

These are a set of shared K-12 learning expectations for students in English Language Arts and Mathematics. The CCSS provide a consistent, clear understanding of what students are expected to learn in K-12 Math and English Language Arts. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our learners need for success in college and careers and support the college and career ready expectations of Oregon’s new graduation requirements.

Criterion-Referenced Standards:

Concise, written descriptions of what students are expected to know and be able to do.

Formative Assessment:

Data to check and adjust instruction, monitor, give explicit feedback, track progress, and celebrate success.

Learner: Student

Learning Facilitator: Teacher

Learning Targets: (I Can Statements)

The priority standards broken down into learner-friendly language that give clear expectations for what a learner needs to know and be able to do to demonstrate proficiency or higher on a standard.

Mean:

Mean (Average): The average for the entire data set (without any weighting) across multiple standards.

Oregon State Standards:

The large-scale, year-long expectations established by the state. They drive decisions about curriculum design and textbook adoption, and they form the basis for statewide-standardized tests such as Smarter Balanced.

Proficiency:

Learners meet the requirements and demonstrate the knowledge and skills of the grade level or course standards.

Rubric:

A chart that outlines clearly what a student needs to know and be able to do to demonstrate proficiency or higher on each standard.

Sufficiency:

The amount and types of evidence considered when making a decision about whether a student is proficient in a learning target. Does the learning facilitator have enough of the right information to

*Learning Target:
What a learner
needs to know and
be able to do to
demonstrate
proficiency or
higher on a
standard.*

Section VIII



*The primary
“reward” for
learning should be
intrinsic—the
positive feelings
that result from
success. Those
who experience
success gain the
confidence needed
to risk trying,
students who
experience failure,
lose confidence in
themselves, stop
trying, and fail
even more
frequently. Actual
success at
learning is the
single most
important factor
in intrinsic
motivation.”
—Rick Stiggins*

make decisions about what a learner knows and can do? Learning facilitators may expect the students to perform at a proficient level or higher at least two times in order to confirm proficiency.

Section IX



Section IX – References

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JCSD scoring practices are guided and supported by education and reporting research.

“30 years from now, it won’t matter what grades you got. What will matter is what you learned and how you used it”

—Ken O’Connor