

Grading & Assessment Handbook



2010-2015

Roger Crago, Superintendent

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Preface

The primary purpose of grading is to communicate to stakeholders what a student knows and is able to do. Assessing is used to not simply evaluate to what level of proficiency a student knows certain things, but can also be used to inform an instructor so that they may better serve the needs of the student. The contents of the Grading and Assessment Handbook include procedures and standards by which students are graded relative to the respective courses of study by subject and grade level in the Chillicothe City School District.

The district has established objectives for evaluation of students which include the following:

- To be consistent in evaluation standards
- To have meaningful evaluation of students' knowledge and proficiency
- To evaluate academic performance based on Ohio's Academic Content Standards
- To find ways to communicate effort, behavior, and work habits without compromising the validity and reliability of grades
- To take into consideration differences in students and their individual rates of learning

The purpose of the district's reporting system is:

- To communicate student progress and performance to parents and other stakeholders, including students and staff members on a regular basis
- To communicate the meaning of marks, symbols, grading, and assessment practices strategies
- To communicate the child's rate of learning relative to curriculum objectives based on Ohio's Academic Content Standards for the grade level, subject, or course
- To reinforce student accomplishments and make parents, students, and staff aware of areas where additional help is needed

It is the responsibility of teachers to determine the grades for students in grades K-12 according to the guidelines and procedures established in this handbook. Grades shall be posted in a timely fashion into an electronic grade book program known as ProgressBook. Teachers shall develop procedures within their classrooms for determining student grades. ProgressBook records shall be updated weekly. Grades are entered into ProgressBook by teachers through the use of a secure online portal. Parents and students will also have access to ProgressBook and can use this system to monitor student progress. This system has been utilized to enhance communication between school and, and seeks to help students be more successful in school.

GRADING STANDARDS

Subjects to Have Evaluations

Preschool

The following areas are assessed using data information entered into the computer EMIS system: early math, language and literacy, nature and science, and social development. The quarterly reporting areas reflect the Early Childhood Content Standards.

Kindergarten (Standards-Based)

The report card will list the basic readiness areas: language arts (oral language and written language), reading, mathematics, science, and social studies with the skill areas being evaluated using: Outstanding (O), Above Average (S+), Satisfactory (S), Below Average (S-), and Unsatisfactory (U). Physical education, art and music will be assessed by noting satisfactory or needs improvement.

Grades 1 – 2 (Standards-Based)

Students will be evaluated in reading, language arts, mathematics, social studies, and science. Grades 1 and 2 will be evaluated using +, ✓+, ✓, ✓-, and -. General music, physical education, and art will be evaluated using: Outstanding (O), Above Average (S+), Satisfactory (S), Below Average (S-), and Unsatisfactory (U).

Grades 3 (Standards-Based→Subjects receive Letter Grades)

Students will be evaluated in reading, language arts, mathematics, social studies, and science. Students in grade 3 will be evaluated using +, ✓+, ✓, ✓-, and -. An overall average for each subject will be determined by translating +, ✓+, ✓, ✓-, and – into letter grades (A-F). General music, physical education, and art will be evaluated using: Outstanding (O), Above Average (S+), Satisfactory (S), Below Average (S-), and Unsatisfactory (U).

Grades 4- 5

Students will be evaluated in reading, language arts, mathematics, social studies, and science. Each area will be evaluated using a letter grade scale (A-F). General music, physical education, and art will be evaluated using: Outstanding (O), Above Average (S+), Satisfactory (S), Below Average (S-), and Unsatisfactory (U).

Grades 6 - 8

The following subject areas will be evaluated by letter grades (A through F) and plus and minus: foreign language, language arts, mathematics, science, and social studies. All subject areas shall have nine-week grades except Unified Arts areas: industrial technology, general music, physical education, computer technology, and art will be evaluated by using letter grades. Grades shall be recorded for each rotation period. Choral and instrumental music shall be reported once each semester.

Grades 9 - 12

Student achievement shall be reported by letter grades (A through F) and plus and minus each reporting period in all courses in which the student is enrolled. Honors and AP courses are reported on a weighted scale.

Grade Standards

O / + / A : Outstanding

Is earned by those students who:

- Do work in both quality and quantity
- Show thorough knowledge of course learner outcomes
- Exhibit consistent evidence to apply what is learned to new situations
- Successfully accomplish all work assigned on time with a degree of proficiency
- Almost always participate in classroom activities

S+ / ✓+ / B : Above Average

Is earned by those students who:

- Do work on time in quality and quantity beyond the standard for the course
- Show proficiency for the course or subject learner outcomes
- Demonstrate ability to apply consistently these learnings to similar situations met in the course
- Usually participate in classroom activities

S / ✓ / C : Average

Is earned by those students who:

- Have satisfactory knowledge of the course learner outcomes
- Have developed competency in the necessary skills in the course
- Usually complete work on time and regularly participate in classroom activities

S- / ✓- / D : Below Average

Is earned by those students who:

- Have acquired the minimum basic learner outcome objectives of the course
- Seldom complete work
- Seldom participate in classroom activities

U / - / F : Unsatisfactory

The student is not competent in the learner outcomes of the course

GRADING SCALES

Achievement Reporting

Grades K - 2

The achievement of each student shall be reported to his/her parents by a report card sent home each nine-week period.

The primary years **(Kindergarten, first and second grades)** are developmental in nature. Based on this philosophy, no averaging will be done. The teacher will record the fourth nine-week grading period on the cumulative folder as the end of the year grade.

Students in Kindergarten will be evaluated using (+) consistent, (✓) developing, and (-) beginning.

Students in grades one and two will be evaluated using Outstanding (O), Above Average (S+), Satisfactory (S), Below Average (S-), Unsatisfactory (U).

CONVERSION SCALE FOR NINE-WEEK GRADES

The grading symbols shall indicate a level of achievement as follows:

PERCENTAGE	GRADE	LETTER GRADE VALUE	GRADE POINT AVERAGE
90 - 100	O/ +	4.0	3.50 - 4.00
80 - 89.99	S+/✓+	3.0	2.50 - 3.49
70 - 79.99	S/✓	2.0	1.50 - 2.49
60 - 69.99	S-/✓-	1.0	0.50 - 1.49
0 - 59.99	U/ -	0.0	0 - 0.49

Grade 3

The achievement of each student shall be reported to his/her parents by a report card sent home each nine-week period.

Third grade is considered a transitional year from the primary to the intermediate grades. Students in third grade will be evaluated on their daily work, quizzes, tests, projects, and other assignments relative to the Academic Content Standards and Indicators. Letter grades will be assigned to core academic subjects based on students' knowledge and understanding of these standards and indicators.

Students will be evaluated using Outstanding (O/+), Above Average (S+/✓+), Satisfactory (S/✓), Below Average (S-/✓-), Unsatisfactory (U/-).

CONVERSION SCALE FOR ASSIGNMENT GRADES

The grading symbols shall indicate a level of achievement as follows:

PERCENTAGE	GRADE	LETTER GRADE VALUE	GRADE POINT AVERAGE
90 - 100	O/ +	4.0	3.50 - 4.00
80 - 89.99	S+/✓+	3.0	2.50 - 3.49
70 - 79.99	S/✓	2.0	1.50 - 2.49
60 - 69.99	S-/✓-	1.0	0.50 - 1.49
0 - 59.99	U/ -	0.0	0 - 0.49

CONVERSION SCALE FOR NINE-WEEK GRADES/YEAR END

Letter grades shall indicate a level of achievement as follows:

PERCENTAGE	GRADE	LETTER GRADE VALUE	GRADE POINT AVERAGE
97-100	A+	4.33	4.17 - 4.33
93 - 96	A	4.00	3.84 - 4.16
90 - 92	A-	3.67	3.50 - 3.83
87 - 89	B+	3.33	3.17 - 3.49
83 - 86	B	3.00	2.84 - 3.16
80 - 82	B-	2.67	2.50 - 2.83
77 - 79	C+	2.33	2.17 - 2.49
73 - 76	C	2.00	1.84 - 2.16
70 - 72	C-	1.67	1.50 - 1.83
67 - 69	D+	1.33	1.17 - 1.49
63 - 66	D	1.00	0.84 - 1.16
60 - 62	D-	0.67	0.50 - 0.83
Below 60	F	0.0	0 - 0.49

Use of Letter Grades in the Chillicothe City Schools

Grades 4-12

The grading policy of the Chillicothe City Schools provides that **A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F+, and F** shall be the basic grading system in the district and shall apply to all courses.

- **A+, A, A-** denotes excellent mastery of the subject and outstanding scholarship.
- **B+, B, B-** denotes good mastery of the subject and good scholarship.
- **C+, C, C-** denotes acceptable mastery of the subject and the usual achievement expected.
- **D+, D, D-** denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress.
- **F+, F** denotes failure to understand the subject and unsatisfactory progress. The F+ is given to encourage the struggling student and is given a .33 letter grade value.

All grades in ProgressBook will be reported as letter grades. Letter Grade Values will be used to calculate a student's overall average. Teachers will determine ahead of time the weight given to each of the categories in their grade books. All letter grades are converted to a grade equivalent, based on the 4.0 system. The grades are determined using the assigned weights and converted back into a letter grade using the appropriate range values from the chart. *When determining overall grade, any final grade of F+ will be reported as an F.*

The semester average is based on the two nine-weeks grades and the exam grade (when given). The exam counts as one-fifth of the semester grade.

- In a semester class, the student must pass two of the three grades to earn credit for the semester.
- In a year-long class, the student must pass two of the three grades during the second semester to earn full credit for the class.

Achievement Reporting

Grades 4 - 8

The achievement of each student shall be reported to his/her parent by a report card sent home each nine-week reporting period.

CONVERSION SCALE FOR NINE-WEEK GRADES/YEAR END

Letter grades shall indicate a level of achievement as follows:

PERCENTAGE	GRADE	LETTER GRADE VALUE	GRADE POINT AVERAGE
97-100	A+	4.33	4.17 - 4.33
93 - 96	A	4.00	3.84 - 4.16
90 - 92	A-	3.67	3.50 - 3.83
87 - 89	B+	3.33	3.17 - 3.49
83 - 86	B	3.00	2.84 - 3.16
80 - 82	B-	2.67	2.50 - 2.83
77 - 79	C+	2.33	2.17 - 2.49
73 - 76	C	2.00	1.84 - 2.16
70 - 72	C-	1.67	1.50 - 1.83
67 - 69	D+	1.33	1.17 - 1.49
63 - 66	D	1.00	0.84 - 1.16
60 - 62	D-	0.67	0.50 - 0.83
57 - 59	F+	0.33	0.25 - 0.49
Below 57	F	0.00	0.00 - 0.24

Quarterly Assessments will be 10% of the nine week grade in areas assessed.

Homework Policy

If students have any part in grading a paper, this grade is not to be considered in the nine-weeks' average. Homework may be considered part of the required work, but at least 90% of the grade should be based on work done in class. We are not opposed to the practice of assigning meaningful homework and insisting that it be completed. Being realistic, however, we question the validity of a grade based on work which is done outside the class. A teacher will justify putting some weight on long term projects, such as a research paper, if there is a periodic check on the student's progress.

Evaluation may include, but is not limited to:

1. tests
2. quizzes
3. daily work
4. classroom participation
5. homework
6. special projects

High school courses taken at the eighth-grade level will require semester exams. Each nine-week grade equals 40% of the semester grade, the semester exam equals 20% of the semester grade.

End of Year Reporting Grades 4 - 8

When the nine-week grades for the year show a definite upward pattern, a .15 (GPA) point of exception may be made by the teacher with notification to the principal. (i.e., A-, A-, A, A = A)

Nine-Weeks Grades

Progress Book will calculate semester and year-long averages.

Extra Credit

Extra Credit may be given at the discretion of the teacher, but shall only be made available to the students who have completed all their assignments and must be relevant to course content standards. Extra Credit may not exceed 2% of the nine weeks grade.

Achievement Reporting

Grades 9 - 12

The achievement of each student shall be reported to his/her parents by a report card each nine-week reporting period. Letter grades shall indicate a level of achievement as follows:

Conversion Scale for Nine-Weeks Grades

<u>Percentage</u>	<u>Grade</u>	<u>Letter Values</u>	<u>Grade Point Avg.</u>
97-100	A+	4.33	4.17 - 4.33
93 - 96	A	4.00	3.84 - 4.16
90 - 92	A-	3.67	3.50 - 3.83
87 - 89	B+	3.33	3.17 - 3.49
83 - 86	B	3.00	2.84 - 3.16
80 - 82	B-	2.67	2.50 - 2.83
77 - 79	C+	2.33	2.17 - 2.49
73 - 76	C	2.00	1.84 - 2.16
70 - 72	C-	1.67	1.50 - 1.83
67 - 69	D+	1.33	1.17 - 1.49
63 - 66	D	1.00	0.84 - 1.16
60 - 62	D-	0.67	0.50 - 0.83
57 - 59	F+	0.33	0.25 - 0.49
Below 60	F	0.00	0.00 - 0.49

Quarterly Assessments will be 10% of the nine-week grade in core areas assessed.

Homework

If students have any part in grading a paper, this grade is not to be considered in the nine-weeks' average. Homework may be considered part of the required work, but at least 90% of the grade should be based on work done in class. We are not opposed to the practice of assigning meaningful homework and insisting that it be completed. Being realistic, however, we question the validity of a grade based on work which is done outside the class. A teacher will justify putting some weight on long term projects, such as a research paper, if there is a periodic check on the student's progress.

Extra Credit

Extra Credit may be given at the discretion of the teacher, but shall only be made available to the students who have completed all their assignments and must be relevant to course content standards. Extra Credit may not exceed 2% of the nine weeks grade.

Grade Point Average

The grade point average is calculated using the final semester grade. The semester grade is based on two nine-weeks and exam grade. The exam counts as one-fifth of the semester grade.

Final Exam Waivers

Students will not have to take a final examination for the second semester in a full year course if the student has (1) maintained all "A's" in the previous grading periods, (2) has an A for the first semester examination, and (3) has an "A" for the last nine weeks. Teachers will notify students who meet these criteria.

Students will not have to take the final examination for a semester course if the student has maintained "A's" for both nine-weeks. Teachers will notify students who meet these criteria.

Seniors are exempt from final exams except as follows: Seniors who wish to take an exam to improve their final grade may do so. Each nine weeks is worth two-fifths of the grade with the exam counting one-fifth of the final grade.

When the first and second semester grades show a definite upward/downward pattern, a .15 point of exception may be made by completing the Grade Change form.

Progress Book will calculate semester and final year averages.

Achievement Reporting for Advanced Placement Courses

Grades 9 – 12

The achievement of each student shall be reported to his/her parents by a report card each nine-week reporting period. Letter grades shall indicate a level of achievement as follows:

Conversion Scale for Nine-Weeks Grades for Advanced Placement Courses

NOTE: This grading scale will also be used for all Honors Classes for the 2010-2011 school-year for grades 9-12, the 2011-12 school-year for grades 10-12, the 2012-13 school-year for grades 11-12, and the 2013-14 school-year for grade 12.

<u>Percentage</u>	<u>Grade</u>	<u>Letter Values</u>	<u>Grade Point Avg.</u>
97 – 100	A+	5.33	5.17 - 5.33
93 - 96	A	5.00	4.84 - 5.16
90 - 92	A-	4.67	4.50 - 4.83
87 - 89	B+	4.33	4.17 - 4.49
83 - 86	B	4.00	3.84 - 4.32
80 - 82	B-	3.67	3.67 - 3.83
77 - 79	C+	3.33	3.17 - 3.49
73 - 76	C	3.00	2.84 - 3.16
70 - 72	C-	2.67	2.50 - 2.83
67 - 69	D+	2.33	2.17 - 2.49
63 - 66	D	2.00	1.84 - 2.16
60 - 62	D-	1.67	1.50 - 1.83
57 – 59	F+	1.33	1.25 – 1.49
Below 57	F	0.0	0.00 – 1.24

Quarterly Assessments will be 10% of the nine-week grade in core areas assessed.

Homework

If students have any part in grading a paper, this grade is not to be considered in the nine-weeks' average. Homework may be considered part of the required work, but at least 90% of the grade should be based on work done in class. We are not opposed to the practice of assigning meaningful homework and insisting that it be completed. Being realistic, however, we question the validity of a grade based on work which is done outside the class. A teacher will justify putting some weight on long term projects, such as a research paper, if there is a periodic check on the student's progress.

Extra Credit

Extra Credit may be given at the discretion of the teacher, but shall only be made available to the students who have completed all their assignments and must be relevant to course content standards. Extra Credit may not exceed 2% of the nine weeks grade.

Grade Point Average

The grade point average is calculated using the final semester grade. The semester grade is based on two nine-weeks and exam grade. The exam counts as one-fifth of the semester grade.

Final Exam Waivers

Students will not have to take a final examination for the second semester in a full year course if the student has (1) maintained all "A's" in the previous grading periods, (2) has an A for the first semester examination, and (3) has an "A" for the last nine weeks. Teachers will notify students who meet these criteria.

Students will not have to take the final examination for a semester course if the student has maintained "A's" for both nine-weeks. Teachers will notify students who meet these criteria.

Seniors are exempt from final exams except as follows: Seniors who wish to take an exam to improve their final grade may do so. Each nine weeks is worth two-fifths of the grade with the exam counting one-fifth of the final grade.

When the first and second semester grades show a definite upward/downward pattern, a .15 point of exception may be made by completing the Grade Change form. Progress Book will calculate semester and final year averages.

NOTE: This grading scale will also be used for Honors Classes for the 2011-2012 school-year for grade 9, the 2012-13 school-year for grades 9-10, the 2013-14 school-year for grades 9-11, and the 2014-15 school-year and on for all grades 9-12.

<u>Percentage</u>	<u>Grade</u>	<u>Letter Values</u>	<u>Grade Point Avg.</u>
97 – 100	A+	4.83	4.67 – 4.83
93 - 96	A	4.50	4.34 – 4.66
90 - 92	A-	4.17	4.00 – 4.33
87 - 89	B+	3.83	3.67 – 3.99
83 - 86	B	3.50	3.34 – 3.66
80 - 82	B-	3.17	3.00 – 3.33
77 - 79	C+	2.83	2.67 – 2.99
73 - 76	C	2.50	2.34 – 2.66
70 - 72	C-	2.17	2.00 – 2.33
67 - 69	D+	1.83	1.67 – 1.99
63 - 66	D	1.50	1.34 – 1.66
60 - 62	D-	1.17	1.00 – 1.33
57 – 59	F+	0.83	0.75 – 0.99
Below 57	F	0.0	0.00 – 0.74

Quarterly Assessment Scoring System

Quarterly Assessments are a part of the Chillicothe City Schools' Balanced Assessment System. At the end of each nine weeks these summative assessments are given to evaluate whether or not students have learned what has been taught during the previous nine week grading period. These assessments are primarily geared toward preparing students for the Achievement and Graduation tests and are used to measure student proficiency on Ohio's Academic Content Standards.

In years past, students were given a score based on the percentage of questions they answered correctly. Beginning in 2009-2010 students will be given a grade based on an adjusted scaled score. This score will be based on an established scale similar to those given on widely accepted standardized tests such as the OAA, OGT, ACT, and SAT tests.

This scoring system more accurately reflects Ohio's system by correlating performance levels, percentage correct, and letter grades with similar scales used by the Ohio Department of Education.

Quarterly Assessments given at the end of each nine weeks will account for 10% of student grades in CORE Academic Content Area Classes. The Chillicothe City School system began to pilot formative assessments across grade and subject areas during the 2009-2010 school-year.

Performance Level	Percentage Correct on Quarterly Assessment	Progress Book Grade	Letter Grade
ADVANCED	98, 99, or 100 $81\% \leq \text{score} < 98\%$	*98, 99, or 100 97	A
ACCELERATED	$73\% \leq \text{score} < 81\%$	87	B
PROFICIENT	$50\% \leq \text{score} < 73\%$	77	C
BASIC	$37\% \leq \text{score} < 50\%$	67	D
LIMITED	$\text{score} < 37\%$	57	F

*Students scoring above 97 will have the appropriate score (98, 99 or 100) entered in ProgressBook. All other levels will have only the designated ProgressBook grade entered into the system.

GRADE REPORTS

Interim Reports

Kindergarten

All students who are making unsatisfactory progress in reading readiness, mathematics readiness, language development, and/or fine motor skills shall be issued an interim report halfway through each of the last two grading periods (second semester).

Grades 1 – 5

All students shall be issued an interim report halfway through each nine-week grading period. Conferences are scheduled for students not performing to level at the third grading period. By having access to ProgressBook parents will have the ability to monitor student performance in real-time. Parents and teachers will be able to utilize this tool to effectively communicate about student progress and achievement.

Grades 6 – 8

All students shall receive an interim report halfway through each nine-week grading period. Students in grades 6-8 will have interims sent home with students, and parents will sign and return with students within five days. Conferences are scheduled for 1st reporting period and 3rd reporting period.

Grades 9 -12

In grades 9-12 all students shall receive an interim report halfway through each nine-week grading period. Those students with parent conference requests will have interims mailed to the parents.

Parent - Teacher Conferences

Preschool

All preschool parents are scheduled for two conferences per year. Parents are scheduled for either the first or second grading periods. All parents are scheduled for the third grading period.

Kindergarten Phase-In

Kindergarten teachers will meet and have small group parent conferences as part of the phase - in during the first week of school.

Grades K - 5

Parent conferences will be scheduled for every student in grades K - 5 at the end of the first nine-week grading period. If the parent fails to respond to the conference slip, the teacher will follow-up with a phone call or a personal note. If the parent fails to appear within one week of the scheduled conference, the Student Progress Report shall be sent home with the student.

Third nine-week conferences (interim and end of grading period) shall be held using any of the following criteria:

- Requested by the parent/requested by the teacher.
- There is a drop of 2 letter grades from last conference.
- The student has a D or F/U or S- in two or more subject areas.

Grades 6 – 8

Parent conferences will be scheduled for each student at either the end of the interim or the end of the nine-week grading period. Grades 6 - 8 student progress report will be mailed home for those students having no scheduled conferences.

Third nine-week conferences shall be held using any of the following criteria:

- Requested by a parent/requested by the teacher.
- There is a drop of 2 letter grades from last conference.
- The student has a D or F/U or S- in two or more subject areas.

Grades 9 - 12

Teachers may request a parent conference on an “as needed basis.” Four designated times are scheduled for parent conferences. Parents of students who are experiencing academic difficulty are to be scheduled for conferences at the first and third interim reporting periods and/or at the end of the first and third reporting period. Other conferences may be scheduled.

Grade Change Request

Requested by: _____ Date: _____

Student Name: _____ Grade: _____

Current Grade: _____ Change grade to: _____

Reason: _____ Error made in grading

_____ Upward within .15 GPA (per grading policy)

_____ Other
Explain: _____

Approved by: _____

Dissemination Procedures for Report Cards

Preschool

First Period	To be given to parents at conference or to be sent home
Second Period	To be given to parent at conference or to be sent home
Third Period	To be given to parent at conference*
Fourth Period	To be given to the parent at the end of year parent program If parents do not attend, report will be mailed.

Kindergarten

First Period	To be given to parents at conference*
Second Period	To be sent home with student with receipt sheet
Third Period	To be sent home with student/given at parent conference if one is scheduled.*
Fourth Period	To be mailed home

GRADES 1-8

First Period	To be given to parents at conferences*
Second Period	To be sent home with student with receipt sheet
Third Period	To be sent home with student with receipt sheet, or given at parent conference if one is scheduled.*
Fourth Period	To be mailed

GRADES 9-12

First Period	Interim sent home with student. Report card sent home with student. Parent conferences scheduled at interims and grading periods
Second Period	To be sent home with student
Third Period	Interim sent home with student/report card sent home with student Parent conferences scheduled at interims and grading periods
Fourth Period	Interim sent home with student Report card mailed

*If the parent fails to appear within one week of a scheduled conference and there are no obligations, the Student Progress Report will be sent home with the student.

OTHER GRADING AND ASSESSING INFORMATION

Assignment/Classification of Students

Grades K – 5

Guidelines for classification of elementary pupils:

- A. Each pupil's proper grade or group classification shall be recommended to the superintendent by the principal.
- B. A pupil's grade or group classification should be a joint recommendation of the teacher and the principal for students in grades K-8.
- C. When it becomes apparent to the teacher that a child would likely benefit by repeating the grade level, first the principal, then the parent shall be informed. The communication with parents should begin no later than February or March.
 - (1) A primary student (Grades 1 - 3) who fails to meet Exit Standards in reading must be considered for retention.
 - (2) Third-Grade Reading Guarantee: Clarifies that if a student scores in the limited range on the current third grade Reading Achievement test, the district has three options:
 - a) The principal and reading teacher may promote the student without intervention if the reading teacher and principal agree that the student is actually proficient in reading.
 - b) The reading teacher and principal may promote the student with intervention if they believe that the student needs some help, but can succeed in 4th grade.
 - c) The teacher and principal may retain the student in the fourth grade. This requires that the district offers any student the opportunity for remediation if the student does not attain the proficient score on the 5th grade test.
 - (3) An intermediate student (Grades 4 -5) who is failing in any two of the following subject areas must be considered for retention: reading, mathematics, language arts, social studies, and science.

All of the facts and the anticipated long-range outcomes of the placement should be shared with parents. Grades 1-5, the decision to retain must be based on evaluation information. This information will include, but not limited to:

- Ohio Achievement Tests, grades 3-8;
- Classroom evaluations;
- Parental conferences;
- Prior retention and placement;
- Social, emotional, and physical maturation;
- Psychological reports;

- Teacher's and principal's recommendation agreeing that the student is academically prepared to be promoted based on the district learner outcomes;
 - Grade level competency, proficiencies, and district achievement testing results; and
 - The needs of the individual child.
- D. A pupil who has been retained once at a grade level shall be promoted to, or assigned to the next grade level only after the principal and teacher have met and formally decided whether the child is academically prepared to be promoted to the next grade level. If a third-grade student is still performing below grade level, an Individual Assistance Team Evaluation will be held to discuss placement. A student can only be retained twice in grades (K-8).
- E. Vertical acceleration ("Skipping" a grade) seldom will be practiced.
- F. Conditional demotion is not permissible.
- G. A student who has unexcused absences for more than 10% of the required school attendance days and has failed two subjects or more shall be retained unless the principal and teachers meet and formally decide that the child is academically prepared to be promoted to the next grade level.

Grades 6 – 8

- A. Each student's proper grade or group classification shall be recommended to the superintendent by the principal.
- B. Every student who meets the following criteria shall be promoted to the next higher grade:
- Three units of credit: reading, language arts, mathematics, science, and social studies.
- C. A student's grade or group classification is to be determined on the basis of achievement, intellectual, social, emotional, and physical development.
- D. A student who has been retained at a grade level shall be assigned to the next grade level only after the principal and teacher have met and formally decided whether the child is academically prepared to be promoted to the next grade level. Academically prepared means that the pupil needs intervention but can succeed at the next level. A student may not be retained more than twice from grades K-8.

Grades 9 – 12

- A. Each student's proper grade or group classification shall be recommended to the superintendent by the building principal.
- B. A high school student failing any subject must repeat and pass that subject if he/she is to receive credit.
- C. Grade placement is based on the student earning Carnegie units of credit:

A Carnegie unit (1) of credit is received for passing work completed in a subject meeting five class periods per week for thirty-six weeks and requiring outside preparation.

A Carnegie half-unit of credit is received for passing work completed in a subject meeting five class periods per week for eighteen weeks and requiring outside preparation. One-half unit of credit is given for a year's work in a subject which does not require outside preparation.

A student's grade level shall be established in terms of his/her total number of Carnegie credits as follows:

Grade 9: Promoted or assigned from the eighth grade by the middle school principal.

Grade 10: 5 credits

Grade 11: 10 credits

Grade 12: 15 credits

21 credits for graduation

- D. A student who has unexcused absences for more than 10% of the required school attendance days shall fail the class under the attendance guidelines of SB55. Denial of credit procedures at the high school level will be used for grades 9-12

Homework

Definition of Purpose

Homework is to be reinforcement, expansion, or enrichment of material taught in the classroom. Homework is an expectation for students in grades K through 12. Homework is an integral part of the learning process. The student is responsible for completion of his/her daily assignments and any assigned homework. Homework shall not be used for disciplinary purposes.

The following regulations are to be observed. Any office decisions concerning pupil-grade problems will be based on them.

1. If students have any part in grading a paper, this grade is not to be considered in the nine-weeks' average.
2. Homework may be considered part of the required work, but at least 90% of the grade should be based on work done in class.

We are not opposed to the practice of assigning meaningful homework and insisting that it be completed. Being realistic, however, we question the validity of a grade based on work which is done outside the class. A teacher will justify putting some weight on long term projects, such as a research paper, if there is a periodic check on the student's progress.

Make-up Work

Students with excused absences are permitted to make up all work missed including homework assignments. It is the responsibility of the student to get assignments and complete them in the time allotted. The number of days allowed to complete work missed during an absence is equal to the number of days the student was absent; i.e., a student absent 5 days must have the work completed within the first five school days after returning to school.

Gifted Homework/Make-up Policy

Students may not be responsible for daily work missed in the regular classroom during their attendance in the resource room. However, students are responsible for the curriculum content in the regular classroom, such as long-range assignments, projects, and tests. The classroom teacher, student, and the gifted teacher must work together to provide for compacting the curriculum and to develop a process for enriching the curriculum to meet the needs of the pupil. The gifted teacher and the classroom teacher must also work together to ensure that the student is progressing well in the classroom.

Getting the Work Done

Students are expected to complete all assignments that are given to them by their teachers. The following are guidelines and expectations for students completing the work in a timely fashion. Students may receive a “missing assignment” score in ProgressBook if they do not turn in assignments on time. Upon missing an assignment, students will be notified of the assignment that needs completed and will have the opportunity to complete the work.

1. Regardless of the absence type (excused or unexcused) students will be expected to make up the work and be held accountable for learning all material they missed.
2. Any student who is absent from school (excused or unexcused) will have 1 additional day for every day they missed to make up their work for full credit (100%).
3. Any student who exceeds the allotted time to turn in an assignment for full credit can still turn in late work for partial credit. Any student who turns in work up to 2 weeks late must at least be given the opportunity to earn 75% on the assignment they turn in.
4. Any student who exceeds the allotted time to turn in an assignment for full credit can still turn in late work for partial credit. Any student who turns in work up to 4 weeks late must at least be given the opportunity to earn 60% on the assignment they turn in.
5. Any work that a student completes in the After-School Attendance Tutoring Program must be graded at full credit for any assignment.
6. The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.
7. Students who have not completed their regular assignments are **not** eligible to perform extra credit assignments until they have completed all their regular class assignments. Teachers must accept all incomplete work, and shall score those assignments according to guidelines in #3 and #4 above. Late work that is turned in more than 4 weeks late will be accepted but may not receive a passing grade depending on the circumstances and the teacher's discretion.
8. Each building in the CCSD shall create extended-learning opportunities for students to complete missing work such as After-School Attendance Tutoring Program, Lunch Study Sessions, Recess Study Tables, Academic Coaching, etc.
9. Failure to complete assignments may also result in consequences for students which may include loss of privileges, assignment to homework intervention programs which may be administered before, during, or after school. Students shall be given adequate opportunities for completing assignments.
10. The overarching goal of this policy is to make clear to all students that all assignments are to be completed!

ASSESSMENT SCHEDULE

Chillicothe City Schools
System-wide Standardized Testing Program 2010-2011
Achievement/Ability, Proficiency, Gifted Screening & Identification

K	<ul style="list-style-type: none"> KRA-L Readiness Assessment 	August 25 – October 6, 2010
1	<ul style="list-style-type: none"> Diagnostic R+W+M (ODE) or Quarterly Assessment – according to district schedule 	October 4-8, 2010 & April 25-May 13, 2011
2	<ul style="list-style-type: none"> Diagnostic R+W+M-ODE or Quarterly Assessment – according to district schedule InView Level 1 	October 4-8, 2010 & April 25-May 13, 2011 November 2-3, 2010
3	<ul style="list-style-type: none"> Ohio Achievement Assessment-Reading Ohio Achievement Assessment-Reading/Math Terra Nova Complete Battery (rdg, math, science, social studies) 	October 4-8, 2010 May 2-May 13, 2011 November 1-5, 2010
4	<ul style="list-style-type: none"> Ohio Achievement Assessment- Reading and Math 	May 2-May 13, 2011
5	<ul style="list-style-type: none"> Ohio Achievement Assessment-Reading, Math, and Science 	May 2-May 13, 2011
6	<ul style="list-style-type: none"> Ohio Achievement Assessment-Reading and Math 	May 2-May 13, 2011
7	<ul style="list-style-type: none"> Ohio Achievement Assessment-Reading and Math 	May 2-May 13, 2011
8	<ul style="list-style-type: none"> Explore Test Ohio Achievement Assessment-Reading, Math, and Science 	September 9-10, 2010 May 2-May 13, 2011
10	<ul style="list-style-type: none"> Ohio Graduation Test—Reading, Math, Writing, Science, Social Studies 	March 14-27, 2011
10-11-12	Ohio Graduation Test-Re-takes for all subject areas: <ul style="list-style-type: none"> Fall Administration Spring Administration Summer Administration 	Oct. 25-Nov. 7, 2010 March 14-27, 2011 June 13-26, 2011
3-10	<ul style="list-style-type: none"> Ohio Alternate Assessment-Collection of Evidence begins 	Sept 13, 2010 – Feb 22, 2011

Revised 6/28/10

QUARTERLY ASSESSMENT SCHEDULE

2010-11

Scanning to enter OASIS available 1st, 2nd, 3rd and 4th nine weeks

	Oct. 13-29	Jan. 5-20	Jan. 3-Mar. 3	Mar. 9-25	May 11-June 2
Grade K	Quarterly Assessment R & W (Unit 1), M	Quarterly Assessment R & W (Unit 3), M		Quarterly Assessment R & W (Unit 6), M	Quarterly Assessment R & W (Unit 9), M
Grade 1	Quarterly Assessment R & W (Unit 1), M	Quarterly Assessment R & W (Unit 3), M		Quarterly Assessment R & W (Unit 4), M	Quarterly Assessment R & W (Unit 6), M
Grade 2	Quarterly Assessment R & W (Unit 1), M	Quarterly Assessment R & W (Unit 3), M		Quarterly Assessment R & W (Unit 4), M	Quarterly Assessment R & W (Unit 6), M
Grade 3	Quarterly Assessment R & W (Unit 1), M, SS, S	Quarterly Assessment R & W (Unit 3) M, SS, S	ODE Half -Length Practice, R, M	Quarterly Assessment R & W (Unit 4), M, SS, S	Quarterly Assessment R & W (Unit 6), M, SS, S
Grade 4	Quarterly Assessment R & W (Unit 1), M, SS, S	Quarterly Assessment R & W (Unit 3) M, SS, S	ODE Half -Length Practice, R, M, W	Quarterly Assessment R & W (Unit 4), M, SS, S	Quarterly Assessment R & W (Unit 6), M, SS, S
Grade 5	Quarterly Assessment R & W (Unit 1), M, SS, S	Quarterly Assessment R & W (Unit 3) M, SS, S	ODE Half -Length Practice, R, M, SS, S	Quarterly Assessment R & W (Unit 4), M, SS, S	Quarterly Assessment R & W (Unit 6), M, SS, S
Grade 6	Quarterly Assessment R & W (Unit 1), M, SS, S	Quarterly Assessment R & W (Unit 3) M, SS, S	ODE Half -Length Practice, R, M	Quarterly Assessment R & W (Unit 4), M, SS, S	Quarterly Assessment R & W (Unit 6), M, SS, S
Grade 7	Quarterly Assessment R, W, M, SS, S	Quarterly Assessment R, W, M, SS, S	ODE Half -Length Practice, R, M, W	Quarterly Assessment R, W, M, SS, S	Quarterly Assessment R, M, W, SS, S
Grade 8	Quarterly Assessment R, W, M, SS, S	Quarterly Assessment R, W, M, SS, S	ODE Half -Length Practice, R, M, S, SS	Quarterly Assessment R, W, M, SS, S	Quarterly Assessment R, M, W, SS, S
Grade 9/10	Quarterly Assessment R, W, M, SS, S	Quarterly Assessment R, W, M, SS, S	ODE Half-Length Practice R, M, S, SS		Quarterly Assessment R, M, W, SS, S

Half-Length Practice Test---By March 3, 2011. (These are not to be used as 3rd quarter assessments.)

Grades 1, 2, 3, - put 3rd and 4th quarterly results in language arts folder.

Kindergarten - Units 2, 4, 5, 7, 8 are given; results not put in OASIS.

Grades 1-6 Treasures Unit Assessments-OAT Format- OASIS-October, January, March, May

Grades 1-6 - Units 2 and 5 are given; results not put in OASIS.

10th grade will take the ODE Half-Length Practice Test in lieu of the 3rd Quarterly Assessment.

The tests will be run at Western.

REVISED 9/21/10

RESOURCES

The Case Against the Zero

Even those who subscribe to the “punishment” theory of grading might want to reconsider the way they use zeros, Mr. Reeves suggests.

BY DOUGLAS B. REEVES

THIS IS not a trick question. If you are using a grading scale in which the numbers 4, 3, 2, 1, and 0 correspond to grades of A, B, C, D, and F, then what number is awarded to a student who fails to turn in an assignment? If you responded with a unanimous chorus of “zero,” then you may have a great deal of company. There might be a few people who are familiar with the research that asserts that grading as punishment is an ineffective strategy,¹ but many of us curmudgeons want to give the miscreants who failed to complete our assignments the punishment that they richly deserve. No work, no credit — end of story.

missing assignment: F

Groups as diverse as the New York State United Teachers and the Thomas Fordham Foundation rally around this position.² Let us, for the sake of argument, accept the point. With the grading system described above, the failure to turn in work would receive a zero. The four-point scale is a rational system, as the increment between each letter grade is proportionate to the increment between each numerical grade — one point.

But the common use of the zero today is based not on a four-point scale but on a 100-point scale. This defies logic and mathematical accuracy. On a 100-point scale, the interval between numerical and letter grades is typically 10 points, with the break points at 90, 80, 70, and so on. But when the grade of zero is applied to a 100-point scale, the interval between the D and F is not 10 points but 60 points. Most state standards in mathematics require that fifth-grade students un-

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derstand the principles of ratios — for example, A is to B as 4 is to 3; D is to F as 1 is to zero. Yet the persistence of the zero on a 100-point scale indicates that many people with advanced degrees, including those with more background in mathematics than the typical teacher, have not applied the ratio standard to their own professional practices. To insist on the use of a zero on a 100-point scale is to assert that work that is not turned in deserves a penalty that is many times more severe than that assessed for work that is done wretchedly and is worth a D. Readers were asked earlier how many points would be awarded to a student who failed to turn in work on a grading scale of 4, 3, 2, 1, 0, but I'll bet not a single person arrived at the answer "minus 6." Yet that is precisely the logic that is employed when the zero is awarded on a 100-point scale.

There are two issues at hand. The first, and most important, is to determine the appropriate consequence for students who fail to complete an assignment. The most common answer is to punish these students. Evidence to the contrary notwithstanding, there is an almost fanatical belief that punishment through grades will motivate students. In contrast, there are at least a few educators experimenting with the notion that the appropriate consequence for failing to complete an assignment is to require the student to complete the assignment. That is, students lose privileges — free time and unstructured class or study-hall time — and are required to complete the assignment. The price of freedom is proficiency, and students are motivated not by threats of failure but by the opportunity to earn greater freedom and discretion by completing work accurately and on time. I know my colleagues well enough to understand that this argument will not persuade many of them. Rewards and punishments are part of the psyche of schools, particularly at the secondary level.

But if I concede this first point, the second issue is much more straightforward. Even if we want to punish the little miscreants who fail to complete our assignments — and I admit that on more than one occasion with both my students and my own children, my emotions have run in that direction — then what is the fair, appropriate, and mathematically accurate punishment? However vengeful I may feel on my worst days, I'm fairly certain that the appropriate punishment is not the electric chair. Even if I were to engage in a typically fact-free debate in which my personal preference for punishment were elevated above efficacy, I would nevertheless be forced to admit that giving a zero on a 100-


point scale for missing work is a mathematical inaccuracy.

If I were using a four-point grading system, I could give a zero. If I am using a 100-point system, however, then the lowest possible grade is the numerical value of a D, minus the same interval that separates every other grade. In the example in which the interval between grades is 10 points and the value of D is 60, then the mathematically accurate value of an F is 50 points. This is not — contrary to popular mythology — "giving" students 50 points; rather, it is awarding a punishment that fits the crime. The students failed to turn in an assignment, so they receive a failing grade. They are not sent to a Siberian labor camp.

There is, of course, an important difference. Sentences at Siberian labor camps ultimately come to an end, while grades of zero on a 100-point scale last forever. Just two or three zeros are sufficient to cause failure for an entire semester, and just a few course failures can lead a student to drop out of high school, incurring a lifetime of personal and social consequences.

This issue is as emotional as anything I have encountered since the phonics versus whole language debate. Scholars regress to the persuasive tactics of professional wrestlers (no offense intended to wrestlers — this article will generate enough hate mail as it is), and research and logic are subordinated to vengeance masquerading as high standards. Because the emotional attachment to the zero is so strong, I have given up advocating that 50 points should represent the lowest grade. What I do think we can do to preserve some level of sanity in our grading system is to return to a four-point system. A's no longer equal 100 points, but four points. If there is a need for greater specificity, then we can choose an infinite number of digits to the right of the decimal point and thus differentiate between the 3.449 and 3.448 to our heart's content. But at the end of the day in such a system, the F is a zero — one point below the D. It is fair, accurate, and, some people may believe, motivational. But at least the zero on a four-point scale is not the mathematical travesty that it is when applied to a 100-point system.

1. Thomas R. Guskey and Jane M. Bailey, *Developing Grading and Reporting Systems for Student Learning* (Thousand Oaks, Calif.: Corwin Press, 2001).

2. Clarisse Butler, "Are Students Getting a Free Ride?," *New York Teacher*, 2 June 2004, available at www.nysut.org/newyorkteacher/2003-2004/040602grading.html; and Thomas B. Fordham Foundation, "Minimum Grades, Minimum Motivation," *The Education Gadfly*, 3 June 2004, available at www.edexcellence.net/foundation/gadfly/issue.cfm?id=151#1850. 

15 Fixes for Broken Grades

By Ken O'Connor

1. Don't include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement.
2. Don't reduce marks on "work" submitted late; provide support for the learner.
3. Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.
6. Don't include group scores in grades; use only individual achievement evidence.
7. Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.
10. Don't rely on evidence from assessments that fail to meet standards of quality; rely only on quality assessments.
11. Don't rely only on the mean; consider other measures of central tendency and use professional judgment.
12. Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.
13. Don't use information from formative assessments and practice to determine grades; use only summative evidence.
14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.
15. Don't leave students out of the grading process. Involve students; they can - and should - play key roles in assessment and grading that promote achievement.

Taken from <http://www.elko.k12.nv.us>

Leading to Change / Preventing 1,000 Failures

By Douglas Reeves

What would preventing 1,000 course failures mean for your school system? For administrators, it would mean 1,000 fewer repeated courses that have to be worked into students' schedules. For teachers, it would mean hundreds of students who are more likely to be motivated and engaged instead of angry, disengaged, and discouraged. Most important, for students, it would mean an opportunity to learn that persisting, listening to teacher feedback, and working hard do make a difference. It would mean the chance to say with confidence, "I am a successful student."

The teachers and leadership of Ben Davis High School in Indianapolis, Indiana, engaged in a "no failure" campaign in spring 2006 and reduced the number of course failures by an astounding 1,006 compared with the previous year. This comprehensive high school serving more than 3,000 students has a student population that includes 43 percent minority students, 9 percent English language learners, and 45 percent students who qualify for free or reduced-price lunch. Student mobility is on the rise, and the number of low-income and second-language students is growing. The teachers are dedicated and hardworking, but they had those characteristics long before the school's dramatic reduction in student failures. How did teachers and school leaders prevent student failures? According to Principal Joel McKinney, seven strategies were the key.

Early, frequent, and decisive intervention. "Every three weeks throughout the school year, teachers give us the names of students who are at risk of failure," explains McKinney. "We use this information to give students personalized assistance and avoid failures." Teachers, counselors, and administrators meet with the student and parents to arrange support, ranging from assistance with homework to basic literacy tutoring to instruction in time management and guidance in keeping an assignment notebook.

At Ben Davis, teachers identify students' reading challenges immediately. All incoming students receive a reading assessment. It takes less than one half-hour and tells counselors immediately whether a student needs help in reading.

Personal connection with struggling students. Within weeks of the beginning of each semester, teachers at Ben Davis know which students are at risk of failure. The faculty of this large high school has learned to "think small" as teachers, counselors, and administrators meet with students individually and enter into learning contracts with them. Students meet regularly with counselors and academic coaches who provide support, guidance, and most of all, the clear signal that adults in the school care about them as individuals.

Parent connections. Rather than wait for a course failure to meet with parents, school officials contact parents or guardians as soon as a student has been identified as at risk of a course failure, and they schedule individual meetings to plan for additional support.

Tutoring, both personal and electronic. In addition to providing personal connections with teachers, paraprofessionals, and peers, the district has enjoyed some success with Web-based programs that score student writing. Such programs take advantage of what Jeff Howard of the Efficacy Institute has described as the "Nintendo Effect": Kids respond to feedback from electronic games because that feedback is immediate, accurate, and

incremental. When students receive a rating of 2 on their electronically scored essay, they are as eager to submit a revised essay as they would be to get to the next level in a video game. Computerized scoring will never replace teachers, but education leaders can leverage teachers' time by making maximum use of technology.

Managing students' choices with decisive curriculum interventions. Although educators' respect for students and parents is evident, this high school has put into place the radical notion that the adult professionals are in charge of the curriculum. Principal McKinney insists that students "can make a lot of choices, but we won't let them choose to fail." Administrators change student schedules in the middle of the semester if necessary to provide additional instruction, intervention, and assistance to students in need.

In-school assistance. Many high school students have jobs, and some live in homes where parents are distracted and exhausted at the end of the day. Even when parents are deeply committed to the education of their children, by the time students are in secondary school they are largely making their own choices about homework, commitment, planning, and follow-through. Therefore, Ben Davis does not rely exclusively on after-school or summer school programs to intervene with students in danger of failure; instead, the school provides daily intervention and support.

Reformed grading systems. The Ben Davis staff is well versed in the research on student feedback, grading, and motivation. This research provides abundant evidence that grading systems are only effective if they are accurate, fair, and timely (Guskey & Bailey, 2001; Marzano, 2000; Reeves, 2004). At Ben Davis, teachers have largely eliminated the use of a zero grade, the inappropriate use of averages, and the assignment of poor grades as punishment. They know that it is not how students start each semester that counts, but how they finish.

Ben Davis is hardly alone in grading reforms. In Douglas County, Colorado, for example, the middle school grading policy explicitly states that later grades have more weight than earlier grades. A growing number of schools differentiate between academic proficiency and work habits because they recognize that students can be proficient in math and deficient in work habits; and students can be delightful, compliant, and sociable, yet deficient in math.

The literature on high school reform is full of exaggerated claims and breathless enthusiasm for the latest silver bullet. In contrast, educators at Ben Davis—and at many other schools—are developing solid, comprehensive programs based on research, hard work, and the determination that no student will slip through the cracks. As Principal McKinney notes, "It just works."

References

Guskey, T. R., & Bailey, J. M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin Press.

Marzano, R. J. (2000). *Transforming classroom grading*. Alexandria, VA: ASCD.

Reeves, D. B. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: ASCD.

Taken from <http://wikiassessments.editme.com>

Conclusion

The provisions of this Grading and Assessment Handbook are to provide a framework that will provide students, parents, and teacher with an accurate reflection of what students know and are able to do. While there is no “perfect” system to do this, the elements of this grading and assessment handbook are based upon research-based best practices. Grading can often be a delicate issue as teachers are often accustomed to using “systems” that they have created or have used for a long time. Parents often expect for information to be communicated in a traditional manner as well. When making the changes that are contained within this Grading and Assessment Handbook the Grading and Assessment Committee first considered “what’s best for students?”

The items contained within this handbook are geared to most accurately report information and to most fairly evaluate whether or not students know and can do what the established Academic Content Standards require. The Administration and Board of Education believes that grades should assess the proficiency on the standards, not student behavior, attitude, attendance, or other things not associated with learning.

Teachers and Administrators are willing to work cooperatively with parents to help children with their learning and believe that positive communication between school and home is imperative to reinforcing student learning. If parents have questions regarding the contents of this handbook and/or their child’s progress in school they are encouraged to contact their son or daughter’s teacher immediately. If questions or concerns are not addressed or persist they are welcome to contact the building principal.

Our Mission:

Chillicothe City Schools prepares respectful, responsible, productive citizens for the 21st century global community.