

## **2018/2019 Medford School District (MSD)**

### **Standards Based Teaching, Learning & Grading Policy and Practices (SBTL&G)**

**SBTL&G Goal:** MSD SBTL&G policies and practices will focus on teaching the Oregon State Curriculum Standards for Assessment and Learning and to ensure Student College and Career readiness.

- Students will be graded on evidence of hitting and then exceeding core content standards and learning targets through formative and summative assessments.
- Homework and classwork (formative assessments) will be required and may be included in the final grade. Learning targets and grading practices will be clear for each course and will be consistent within each course specific Professional Learning Community (PLC).
- Report cards and PAL will simply and clearly communicate student grades.

**Assessment Types:** Students may earn grades by demonstrating knowledge acquisition through:

1. **Formative Assessments** – these assessments may include daily classwork, homework, and periodic teacher assessments, such as exit or entrance slips. Formative assessments will typically assess student progress on specific learning targets, but may assess an entire priority standard.
2. **Summative Assessments** – these assessments are designed to assess a student’s overall grasp of learning targets and priority standards. Summative assessments may include comprehensive assessments, quizzes, projects, tests or demonstrations of a student’s overall knowledge of the learning target(s).
3. **Process Assessments** – these assessments are discussed within class, but will only be communicated as complete or incomplete. Process assessments may be classwork or homework.

**Define Reporting Standards, Priority Standards, Learning Targets:**

1. **Reporting Standards** – subject specific, overarching categories listed on the report card.
2. **Priority Standards** – through a prioritization process within PLCs, these standards have been selected from the Oregon State Curriculum Standards for Assessment and Learning. Each of these standards are assigned to a Reporting Standard.
3. **Learning Targets** – “I can” statements deconstructed directly from priority standards. These targets clearly state what a student should know and be able to do in order to earn credit for a course. Generally, PLCs use 4-6 targets per quarter. (Some PLC’s may have up to 10 targets depending on the subject area.)

**Levels of Proficiency:** When assessing whether students hit or exceed learning targets, through either formative or summative assessments, teachers may assign the following designations:

- **Mastery (5):**
  - Through extensive evidence, the student demonstrates superior academic performance, an in-depth understanding of the standard, and an ability to apply knowledge and strategies to complex problems.
- **Advanced (4):**
  - The student consistently meets and sometimes exceeds the basic level and demonstrates a complete understanding of the standard.
- **Meets (3 = Proficiency):**
  - The student generally hits the standard and demonstrates a basic knowledge of essential skills. Some errors may be present, but the strengths are dominant.
- **Approaching (2):**
  - Though the student is occasionally demonstrating a working knowledge of the essential skills that encompass the standard, there are still more weaknesses than strengths.
- **Beginning (1):**
  - Little understanding or skill demonstrated.

**Assessment Ratios:** Teachers, in agreement with their PLC colleagues, may choose to use the following ratios when assigning grades (the ratios will be consistent and agreed upon by course and/or content-grade level PLCs):

- 100/0 – 100% Summative – 0% Formative.
- 90/10 – 90% Summative – 10% Formative.
- 80/20 – 80% Summative – 20% Formative.

**Numerical Grade Assignments:** When formative and summative assessments are administered, numerical grade assignments will be applied as follows:

- Mastery = 5
- Advanced = 4
- Meets = 3
- Approaching = 2
- Beginning = 1
- Incomplete = 0

**Calculating Overall Grades:** Teachers, in collaboration with the PLC, will determine the weights of learning targets within formative and/or summative assessments. For example, a learning target within an assessment that requires more time or effort may count more heavily than another learning target within an assessment. Conversely, targets within an assessment that require only a cursory level of effort may only be counted as  $\frac{1}{2}$  of the value of a target previously noted. Targets may be weighted 0, .5, 1, and 2. Targets within assessments will have a default weighting of one (1).

**Calculating Reporting Standards:** Once a series of assessments are administered to measure a student's proficiency in Learning Targets and/or Priority Standards, Reporting Standard grades will be reported and communicated on progress reports and report cards. Reporting Standard marks are calculated by finding the average of the learning targets it contains. The Reporting Standards will be reported as follows:

- Mastery - 4.5 – 5.0 A
- Advanced - 3.5 – 4.49 B
- Meets - 2.5 – 3.49 C
- Approaching - 1.5 – 2.49 F (D for Middle School Only)
- Beginning - 0.0 – 1.49 F

**Assessment:** All students will take assessments on assigned dates as determined by the teacher.

- All assessments count on the day of the assessment and will be considered the first attempt.
- If absences are excused, students will be expected to assess upon return.

**Definition of Reassessment:** If students do not hit or exceed learning targets, teachers will offer students the opportunity to reassess to demonstrate their content knowledge and skills. The purpose of reassessing is to demonstrate increased knowledge and skill related to course learning targets. Before students are afforded each opportunity to reassess, students must first demonstrate that they are prepared for reassessment. Examples of preparation include homework, classwork, study group, and attending additional office hour appointments with teachers.

**Guidelines for Each Reassessment:**

- All students, no matter the initial assessment score, must first demonstrate that they are prepared for reassessment, as determined by their teacher, before reassessing.
- Students are encouraged to strive for and may receive a maximum designation of MAS (Mastery), 5.0, after the reassessment.
- Students who achieve MTS (Meets) or ADV (Advanced) on an initial summative assessment may reassess for each assessment, once per quarter at a time designated by their teacher. However, a PLC may allow students to take additional reassessments if students continue to demonstrate effort and progress toward hitting or exceeding the learning target(s).
- Within the length of a course (semester/year), reassessments from previous quarters may occur per agreement (contract) with teacher. Students may earn up to MAS (Mastery) on such reassessments (5.0).

