

DMPS Guiding Practices for Grading (Quick Look)

The following document is intended to be an abbreviated reference to the DMPS Grading Practices Teacher Handbook found at grading.dmschools.org. For further information and an in-depth understanding of these practices, please refer to the handbook.

Fair	The same work, by the same student, should receive the same grade, even if the teacher is different.
Accurate	Grades are based solely on achievement, which means other factors, like behavior and attendance, are not used to calculate a grade.
Specific	Grading policies should be so clear that students should be able to tell teachers what grade they have earned, even before the teacher calculates it.
Timely	Feedback to students is so timely that students can actually use the feedback, right away, to improve their performance on tests and assignments.

- 1. A consistent 4-point scale will be used.** (Note: While the below example is a general scale, each course has common content scales for every topic of study within a course. A content scale is a continuum that articulates distinct levels of knowledge toward a goal.)

Scale Score	Academic Descriptor	Student-Friendly Description
4	Exceeding Standard	I have demonstrated deep understanding that goes beyond the learning goal.
3	Meeting Standard	I have met the learning goal
2	Developing Toward Standards	The have foundational skills and knowledge for the learning goal and I am amount.
1	Insufficient Progress	The evidence that I've submitted shows I have a long way to go to reach the learning goal.
0	No evidence of student understanding in <u>submitted work</u>	I have not submitted evidence of learning for the learning goal.
M	Evidence is <u>missing or unsubmitted</u>	

Whole or half score may be reported between 1-4 (i.e. 1.5 or 3.5), indicating a student has fully master on level of proficiency and some of the next.

No .5 is given between 0 and 1 as students either have some progression or no progression.

- 2. Letter grades, derived from the 4-point scale, will be based solely on achievement of course/grade level standards. Academic conduct, work completion, and ability to work with others will be reported separately using the "DMPS Citizenship and Employability Skills Rubric."**
- 3. Scores will be based on a body of evidence, a collection of artifacts that measure student learning as indicated by the content scales.**
 - Assessments are designed to require a level of performance indicated by the content scales.
 - A student's final score for a standard (topic) will need to be substantiated through a minimum of 2 collaboratively designed assessments.
 - Part of demonstrating achievement of standards for a course is being able to demonstrate the identified skill multiple times in multiple contexts.
 - Homework is practice and is not included in the body of evidence because it is not known if the student individually completed it. (Note: This excludes long term projects/papers for which students are working in class as well as at home to complete as the teacher is able to offer feedback and see revisions as the project/paper progresses.)
 - Students are required to submit evidence of learning for every topic. Failure to do so results in an F/IE (insufficient evidence) at semester.

4. Achievement will be organized and reported by learning topic, which will be converted to a grade at semester end.

- Teachers will be organized and report evidence of student learning using pre-established learning topics aligned to the course standards.
- Each learning topic score will be determined by trend data collected throughout the semester (BOE) and by the teacher's professional judgement.
- Course letter grades will represent the unweighted average of a student's overall performance across topics.
- Course letter grades will be determined at reporting time using the following scale:

A(Honors) = 3.50 to 4.00
 A = 3.00 to 3.49
 B = 2.50 to 2.99
 C = 2.00 to 2.49
 D = 1.50 to 1.99
 F = 0.00 to 1.49

Standards Summary		Semester 1		Semester 2
Grading Task				
Academic Conduct (not included in grade)				
Work Completion (not included in grade)				
Working with Adults (not included in grade)				
Working with Other Students (not included in grade)				
Analyzing Text Connections				2.5
Applying Grammar and Mechanics				2.5
Comprehending Text.				2.5
Constructing Writing				4.0
Evaluating Arguments in Text				4%
Integrating Multiple Texts				3.0
Mastering Vocabulary				3%
Synthesizing Information				3%
				3.0
				3%
				2.0
				2%
				2.0
				2%

The above topic scores are averaged to get the semester grade.

Grading Task Summary		Semester 1		Semester 2
Grading Task				
				B
				2.81%

5. Students will have multiple opportunities to demonstrate proficiency.

- According to Ken O'Connor (2009), students should be given a minimum of three chances to demonstrate what they know. This allows for possible errors that may occur due to irregularities in assessments, luck, cheating, or a bad test day.
- Students will be allowed to resubmit work for a second chance.
- Retaking a particular test will be allowed. Schools may implement some provisions that require students to earn a second chance.
- Due to the structure of our semesters and grading periods, there will need to be a cut-off date for multiple opportunities. Semester deadlines will be determined by teachers.
- Extra credit does not exist in a standards-referenced system as it may distort the grade.

2 Analyzing Text Connections Detail						
Category: 1. TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Connections TOPIC SCORE	05/29/2015	01/15/2015	2.5			
Category: 2: BOE Connections						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Prejudice Essay	04/07/2015	04/07/2015	2.5			
Great Depression Gallery Walk	04/21/2015	04/21/2015	M		*Missing	
Calpurnia Essay	04/23/2015	04/23/2015	M		*Missing	
TKMB Scout Choices Essay	05/12/2015	05/12/2015	M		*Missing	
Connections CFA	05/22/2015	05/22/2015	3.0			

Each piece of evidence is fully aligned to the standards being measured and content scales are used to determine the student's proficiency level.

The body of evidence (BOE) is considered as a whole with emphasis on most recent or most consistent scores when determining the Topic Score.

Students are required to submit evidence of learning for each topic. Failure to do so or with insufficient evidence may result in an F/I/E for the course.

6. Accommodations and modifications will be provided for exceptional learners.

- Exceptional learners are students whose current performance level is significantly discrepant from grade level standards (above or below). An exceptional learner may or may not have a 504 or IEP.
- Accommodations** are adaptations that "level the playing field" for a student. Accommodations do not change the learning standard(s) for the student, but allow the student to participate in and demonstrate mastery of the standards. Decisions to accommodate are made by the teacher. If a student has a 504 or IEP, it is mandatory to provide the documented accommodations.
- Modifications** are changes in content and assessment based on the recommendation from the student's educational team. The standard(s) is modified. Decisions to modify a standard are a formal process. Standards are not modified based on student behavior.