

Summit Hill School District 161 Assessment & Grading Overview

February 6, 2018



History

- The Assessment and Grading team was formed at the beginning of the 2016-2017 school year to address grade weighting and formative / summative assessments.
- The team continued to meet throughout the year to research best practices in grading. Education guru, Rick Wormeli, presented a staff workshop and a parent night in May 2017.



Focus Areas

During the 2017-2018 school year, the Assessment and Grading team has been focused on the following areas:

- General Beliefs / Goals
- Formative & Summative Assessments
- Standards Mindset
- Summative Reassessments
- New Grading Scale / Zero Policy



These topics may challenge your current beliefs. Following the Growth Mindset, we ask that you extend your thinking, keep an open mind, and put student learning first.



General Beliefs / Goals

- Learning is a priority.
- Learning is a process.
- Learning, rather than grades, will be emphasized with a focus on improving student growth.
- Promoting continuity and consistency with grading and assessment practices across District 161.
- Growth Mindset – skills and intelligence can grow and develop



Formative & Summative Assessments

- Formative tasks are practice for learning. Formative Feedback provides students with ongoing information on how they are doing during the learning process. Feedback provides specific areas to target in order to show growth.
- Summative Tasks provide evidence of a student's mastery of skills. These are often given at the end of a unit, chapter, or skill.



Formative Assessments

Accounts for 25% of a student's quarterly grade. Examples of formative tasks / assessments may include:

- Any Practice During Learning
- Graphic Organizers
- Exit Tickets
- Homework for Skill Practice
- In-Class Assignments
- Worksheets
- Journal Entry / Writing Task
- Check-in Quiz
- Observation
- Questioning



Summative Assessments

Accounts for 75% of a student's quarterly grade. Examples of summative tasks / assessments may include:

- Final Project
- Quiz to Show Mastery
- End of Unit Portfolio
- Presentation
- Writing Task
- Test



Standards Mindset

- District 161 will continue emphasizing the Illinois Learning Standards (Common Core State Standards). In 2018-2019 we will begin to explore options for reporting student growth toward these standards.

We will focus on the following:

- Learning
- Standards
- Evidence



Summative Reassessments

- We believe learning about a particular topic extends beyond the due date or test date.
- In an effort to promote an ongoing learning process, reassessments will be required of students earning a D or F on Summative Assessments.
- For students earning an A, B, or C, one summative reassessment opportunity (per subject, per quarter) will be made available.



Summative Reassessments

- Students will be responsible for demonstrating further effort to study, practice, and LEARN prior to issuing a reassessment. Prior to taking the reassessment, students may need to complete the following:
- Additional studying / preparation for the reassessment must take place to ensure our focus is on attainment of learning skills and not points. Teachers will share specific ideas with students to fit the needs of individual assignments – examples may include: creating flashcards, reviewing the chapter, completing a study guide or chapter review questions, creating study notes, participation in peer / parent / teacher study group, etc...
- Complete and turn in all required assignments for the unit covered by the assessment.
- Complete and/or correct the study guide (if applicable).
- Complete a reassessment form, study ticket, or contract (if age appropriate).



Summative Reassessments

- Once the reassessment is taken, the higher score will be recorded.
- If a student receives a reassessment opportunity, only one occurrence will be allowed (per assessment) and must take place within one week after the original assessment is graded.
- Students receiving services for special education (IEP), 504 disabilities, and limited English proficiency will be afforded all accommodations and modifications as documented in their individual plans.
- Best practice will be used to develop individual classroom procedures following these guidelines. Teachers will communicate the procedure at the beginning of the year (Curriculum Expectations Night) or beginning of the term.



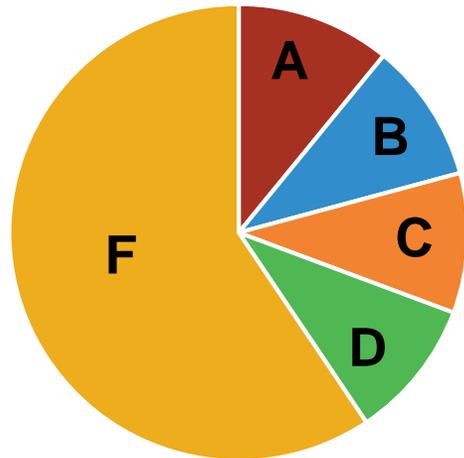
New Grading Scale / Zero Policy

- Remove behaviors from grades
- A "no zero" practice is in line with the Growth Mindset philosophy
- Grading scale is adjusted to equalize the influence of each score
- We learn by making mistakes
- A 50% will be the lowest score possible – an F – for Formative and Summative

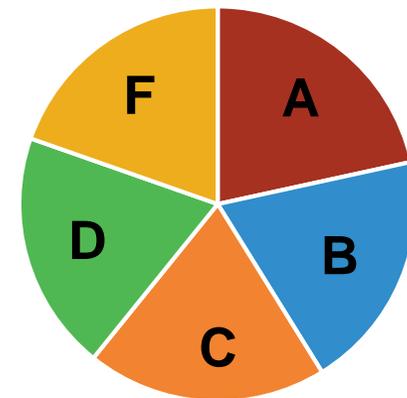


A student fails with a 50% or a zero. Students are not getting points for having done nothing – the student still gets an F. This simply equalizes the influence of each score in the overall grade. We are responding in a way that leads to learning.

Traditional Grading Scale



New Grading Scale



Rationale and Examples

- The issue is the inequity created by giving an "F" more value than the other grades.
- Consider the proportional influences if the scale was reversed and "A" was worth 40%-100%. This "A" would have a huge, yet undue, inflationary effect on the overall grade.
- Just as we wouldn't want an "A" to have an inaccurate effect, we don't want an "F" to have such an undue, deflationary, and inaccurate effect.



Example 1

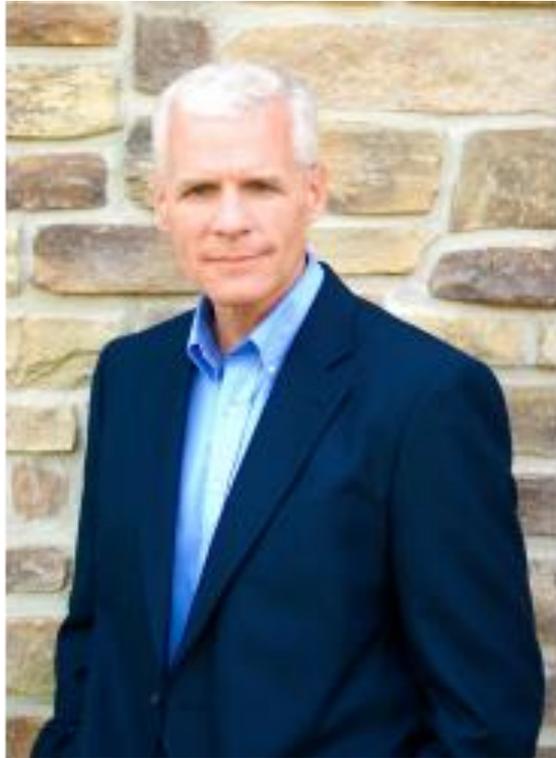
- A weatherman is assigned the task of reporting an average temperature for a period of 5 days. He forgets to take the reading on a given day. (85, 87, 88, 84, 0) Therefore, his average temperature calculates to 68.8 degrees which is inaccurate because the average is really 86. His data is unusable.



Example 2

- A student neglects to turn in an assignment.
- First, a zero is assigned to the missing work:
 $0, 100, 100, 100, 100, 100 = \text{Final grade: } 83\%$
- Next, a 50% is assigned to the missing work:
 $50, 100, 100, 100, 100, 100 = \text{Final grade: } 92\%$ (This is a more accurate picture of what the child actually knows.)





Rick Wormeli Returns

March 2, 2018 –
Half Day In-Service



Book: Fair Isn't Always Equal – Assessing & Grading in the Differentiated Classroom

Summit Hill School District 161 - Grading & Assessment Overview

We Believe

- Learning is a priority
- Learning is a process
- Learning, rather than grades, will be emphasized with a focus on improving student growth
- Promote continuity and consistency across District 161
- Growth Mindset – skills and intelligence can grow and develop

Formative & Summative Assessments

- Formative: 25% of quarterly grade
- Formative Tasks are practice for learning. They guide the next steps in the learning process.
- Summative: 75% of quarterly grade
- Summative Tasks provide evidence of mastery of skills. These are often given at the end of a unit, chapter, or skill.

Standards Mindset

- Focus areas:
 - Learning
 - Standards
 - Evidence
- We will begin to explore options for reporting student growth toward the standards

Summative Reassessments

- We believe learning about a particular topic extends beyond the due date or test date
- D / F ≠ required reassessment
- A / B / C ≠ one reassessment opportunity per subject, per quarter

New Grading Scale / Zero Policy

- A "no zero" practice is in line with the Growth Mindset philosophy
- Grading scale is adjusted to equalize the influence of each score
- We learn by making mistakes
- A 50% will be the lowest score possible – an F
- Formative & Summative

Traditional Grading Scale



New: Growth Mindset Grading Scale



Beginning 2018-2019

Questions?

