



DMPS GRADING PRACTICES

TEACHERHANDBOOK

2018-2019



Think. Learn. **Grow.**

www.dmschools.org

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Additional resources and information may be found at <http://grading.dmschools.org>

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Summary

One of the most prominent topics of discourse in education on the national stage is also one of the most controversial: effective grading practices. In the spring of 2012, Des Moines Public Schools identified the development and utilization of district-wide effective grading practices as the next step for implementation of the Common Core Standards. A Grading and Reporting Task Force was organized in August 2012 for the purpose of developing district-wide guidelines and practices that would ensure effective and consistent implementation of both the grading and the reporting of students’ learning. The team consisted of teachers, administrators, and support personnel from across the district’s secondary schools. The initial question posed by the task force was *How confident are we that the grades assigned to our students are consistent, accurate, meaningful, and supportive of learning?* (O’Connor, 2011). The responses to this question varied widely and in so doing reinforced the district’s earlier position that implementation of effective grading practices is the next critical phase in Des Moines Public Schools’ mission to ensure that all students possess the necessary knowledge, skills, and abilities to be successful at the next stage of their lives. To this end, the task force worked collaboratively to develop Guiding Practices [now Grading Practices] which support teachers and administrators in decision making as the district moves with focused intentionality towards truly effective grading practices.

Original District Task Force

A special “thank you” to the following individuals who invested numerous hours in an effort to improve our system for students:

| Curriculum | High School | MiddleSchool | Special Programs |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Noelle Tichy Kim O’Donnell Christi Donald Mike Sherman | Mindy Euken BJ Van Vleet Cheryl Bjurstrom Pamela Harshbarger Sara Curto Doug Wheeler Crista Carlisle Mike Vukovich Jeri Moritz | Audrey Rieken Chris Reeves Cheryl Modlin David Johns Jake Troja Patty Gronewold Josh Brown Liz Griesel Mike Pentek | Vinh Nguyen Theresa Routh-Chapman Susan Hope Janet Young Casey Dunley |

Task Force 2

A district-wide high school task force was brought together in Semester 2 of the 2017-18 school year to revisit some of the grading practices outlined in the SRG Teacher Handbook. The purpose of this work was continuation of efforts to ensure effective and consistent implementation of both the grading and the reporting of students’ learning. Task Force 2, like the original task force, worked collaboratively to clarify, modify, and tighten grading practices which support teachers and administrators in instructional decision making and effective and fair learning for all students.

A huge thank you goes out to the following educators who unselfishly gave many hours to the work of Task Force 2:

| High School | Special Programs | Teaching & Learning |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| McKenzie Kennedy Alyssa McDonald Jean Mullen Stephanie Nugent Ashley Schryver Shantell Smith | Joe Spiess Ana-Cara Van Dyke Christian White Janelle Woodin Allison Chartier | Casey Dunley Brad Jacobson Suzanna Sieren Nikki Ellis |
| | | Noelle Tichy Christi Donald Cecilia McDonald Becca Lindahl |

Our Why

We believe it is every child’s civil right to be held to high expectations, regardless of zip code.

Core Belief

Des Moines Public Schools commit to all stakeholders to provide fair, accurate, specific, and timely information regarding student progress toward agreed-upon common standards as well as feedback for next steps and growth areas. Grades communicate what students know and can do.

| | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 that feedback, right away, to improve their performance on tests and assignments. |



Grading Practices

1. A consistent 4-point grading scale is used.
2. Academic achievement is reported separately from behaviors.
3. Scores are based on a body of evidence.
4. Achievement is organized and reported by learning topic. In secondary schools, topic scores are converted to a grade at semester’s end.
5. Students have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications are provided for exceptional learner

Grading Practice 1:

A consistent 4-point grading scale is used.

This is the general scale for DMPS:





| 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 that's in the topic scale. |
| 2 | Developing Toward Standard | I have foundational skills and knowledge for the learning goal and I am almost there. |
| 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 submitted work | In work I've submitted, I haven't yet shown I understand the learning. |
| M | Missing—student has not submitted evidence | I have not yet submitted evidence of learning for the learning goal. |

Marzano references considerable meta-analyses of educational studies that show that a grade based on frequent use of scales with clear descriptors results in a more accurate rendering of students' mastery at the end of a grading period. Studies have shown that the reliability of a score obtained by a single teacher using a smaller scale is .719, whereas the reliability of a score obtained using the traditional point system is .294 (Marzano, 2006, p. 118).

In order to create objective, accurate grades, it is necessary to utilize a scale with specific descriptors for each performance level. The smaller the scale, the higher the reliability, which means individual distortions are less likely. For example, an A in Teacher 1's class represents the same level of mastery as an A in Teacher 2's class across the hall or across the district. While the above example is a general scale, each course has common content scales for every topic within a course. Teachers across the district will use the common content scales to plan for instruction, assess student learning, and provide feedback to students.

In DMPS, we use the **general scale** above to ensure students, teachers, and parents consistently understand what the different levels mean in terms of meeting a standard of learning. We use **content scales** (or **topic** or **proficiency scales—these three terms all mean the same thing**) so that students and teachers realize exactly what must be understood and demonstrated to meet certain levels. The scale is used to plan for, deliver, and assess learning. What follows is an example of content scales.

This is a sample 8th grade Math Functions topic scale for DMPS:

| Grading Topic: Functions | |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4  | <i>The student demonstrates in-depth inferences and applications that go beyond the learning goal.</i> |
| 3  Learning Goal | <p><i>Students demonstrate they have the ability to:</i></p> <p>A. Compare properties of two functions represented in different ways (algebraically, numerically in tables, graphically, or by verbal description) (8.F.A.2)</p> <p>B. Determine the rate of change and initial value of a function from a description of a relationship or from two (x, y) values reading these from a table or from a graph. (8.F.B.4)</p> <p>C. Describe qualitatively the functional relationship between two quantities by analyzing a graph (for example, where the function is increasing or decreasing, linear or nonlinear) (8.F.B.5)</p> <p style="text-align: right;"><i>Analyze</i></p> |
| 2  | <p><i>Students demonstrate they have the ability to:</i></p> <p>A. Understand that a function is a rule that assigns to each input to exactly one output. (8.F.A.1)</p> <p>B. Interpret the equation $y = mx + b$ as defining a linear function (8.F.A.3)</p> <p>C. Give examples of functions that are not linear (8.F.A.3)</p> <p>D. Given the rate of change and initial value, determine the function that models the situation (8.F.B.4)</p> <p>E. Sketch a graph that exhibits the qualitative features of a function (8.F.B.5)</p> |
| 1  | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i> |

The following terms are critical when planning for instruction:

Topic scale: A continuum that articulates distinct levels of knowledge in relation to a learning goal. “Topic scale” is used interchangeably with “content scale” and “proficiency scale.”

Learning goal: The content standard(s) that communicates what students should know and be able to do. This is reflected in Level 3 of the topic scale; all the components of Level 3 convey the full learning goal.

Learning targets: Standards are unpacked into day-to-day instructional targets. There are three types of learning targets:

- **Learning goal targets:** Targets written at the level of cognitive complexity of the standard and found in Level 3.
- **Cognitively complex targets:** Targets written above the level of cognitive complexity of the standard and found in Level 4.
- **Foundational targets:** Targets written below the level of cognitive complexity of the standard and found in Level 2. Additional targets may be added by the teacher as needed for scaffolding purposes.

| <i>Actions Consistent with this Grading Practice:</i> | <i>Actions Inconsistent with this Grading Practice:</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do provide rigorous learning goals and 4-level performance scales instead of a 100-point scale</p> <p>Do use common scales to score student work</p> <p>Do communicate learning goals and learning goal targets to students</p> <ul style="list-style-type: none"> ○ Share scales with students prior to instruction and assessment <p>Do give formative, descriptive feedback that communicates where the student is in relation to the goal or target and what the student needs to do to reach the goal or target</p> | <p>Don't translate the 100-point scales to a 4-point or 4-level scale</p> <p>Don't give feedback only in the form of a score</p> <p>Don't average scores</p> <ul style="list-style-type: none"> ○ This penalizes a student for early learning attempts |

This grading practice in action—What might this look like in the classroom?

- At the beginning of a unit, teacher makes sure she understands the content scale for any given topic.
- This teacher’s understanding of the scale first results from common understanding through PLC conversations.
- Teacher builds routines to ensure students understand what’s expected in their learning:
 - Teacher gives the scale to students at the beginning of learning in a unit, posts it large in the room, and leaves it up throughout the unit.
 - Teacher and students unpack the scale, starting at Level 3.
 - Teacher ensures that all students understand what the levels on the scale communicate so they can work on providing evidence of their learning to the teacher.
 - Teacher has students keep track of their own learning against the topic scale as they practice concepts and skills and generate evidence.
 - Teacher considers printing pertinent topic scale at the top of any type of written assessments or tasks she gives so students have immediate access and teacher can provide descriptive feedback right on the scale.

Grading Practice 2:

Academic achievement is reported separately from behavior.

If we incorporate behavior, attendance, and effort in the grade, we no longer consider grades accurate indicators of mastery of written standards. The grade should reflect what the student knows and is able to do (Wormeli, 2006).

Measurement that includes behavior does not reflect what the student knows and is able to do academically. We can provide anecdotal evidence, such as amount of time and resources students spend on a task; however, we do not have a commonly accepted, legally justifiable, non-subjective method for measuring how hard or sincerely someone is working. Although we teach behavior the same as we teach academics, the two should NOT be averaged into a grade. Inclusion of positive behaviors can artificially inflate grades; inclusion of negative behaviors into performance has been shown to be a disincentive to academic motivation. “Low grades push the students farther from our course, they don’t motivate students. Recording a D on a student’s paper won’t light a fire under that student to buckle down and study harder. It actually distances the student further from us and the curriculum, requiring us to build an emotional bridge to bring him or her back to the same level of investment prior to receiving the grade” (Guskey and Bailey, 2001).

Behaviors will be noted on the Citizenship and Employability Skills Rubric (CER)

While curriculum guides suggest a standard pacing of instruction, penalizing a student for requiring more time, support, or resources to master a standard is contrary to differentiation and best practices in teaching and learning. These are behaviors, as is classroom conduct. Behaviors will be assessed according to the Citizenship and Employability Skills Rubric and are reflected on progress reports, the report card, and academic transcript.

Reporting of Citizenship and Employability Skills

Student performance on the Citizenship and Employability Skills Rubric will be reported by individual teachers at the end of each semester. Citizenship and Employability skills will NOT be calculated as part of the student’s GPA. **Teachers do NOT need to collect a body of evidence for Citizenship and Employability Skills in the grade book.** Traditional documentation will serve as evidence, such as office referrals, parent contact log, or documented conversations about classroom conduct.

| Actions Consistent with this Grading Practice: | Actions Inconsistent with this Grading Practice: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do assess students on academic work, regardless of the time, effort, and participation it took to reach proficiency on a standard</p> <ul style="list-style-type: none"> ○ <i>Ex: At semester, student receives a grade based only on a body of academic evidence</i> | <p>Don't skew a student's assessment score(s) with behaviors such as late work, frequent attempts, attendance, disruptions, or non-participation.</p> <ul style="list-style-type: none"> ○ <i>Ex: Don't give student the next higher or lower grade at semester because of effort.</i> |

A note about participation:

While as a general rule participation is not included in the determination of an SRG grade, there will be some infrequent circumstances where participation is a specific standard called for in the design of a course. Examples include participation in physical education classes or meeting deadlines in a journalism class.

Assessing Participation within a Standard

| Actions Consistent with this Grading Practice: | Actions Inconsistent with this Grading Practice: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <p>Do assess specific skills related to the standard.</p> <ul style="list-style-type: none"> ○ <i>Ex: Assess students for eye contact during a speech, vocal intonation during performance, demonstrating safety procedures during a lab</i> | <p>Don't give students credit for simply attempting OR withhold credit when a student does not attempt a task.</p> |

This grading practice in action—What might this look like in the classroom?

- From the beginning of a unit or term, teacher ensures his students understand that he will be assessing them on their academic learning of the standards through different types of tasks.
 - He also makes sure they understand that their behaviors in the classroom are very important and that behaviors will be assessed too—just separately from academic learning.
 - Behaviors are so important that they have their own rubric, the CER (Citizenship & Employability Skills Rubric). Teacher gives students the CER and all go over this carefully at the beginning of the term and/or each unit.
 - Teacher gives students both topic scales and CER at appropriate times so there are no questions on expectations.
 - At the end of a term (or other times), teacher may consider asking students to self-assess against the CER; teacher may then offer own assessment against students'.
 - Teacher enters CER scores for that course at the end of semester. CER scores will show up on the report card next to the semester academic letter grade for that course.
- The teacher uses the language of the CER to give descriptive feedback to students and to celebrate their success.

Grade K-I DMPS Citizenship & Employability Rubric

| | | Attitude Towards Learning | | Attitude Towards People | |
|------------------------------------|---|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| | | Instruction | Work Completion | Adults | Peers |
| Exceeding | 4 | The student participates in learning and does not require redirection. | The student consistently completes classwork. | The student consistently cooperates with adults by listening and following directions. | The student consistently demonstrates respect for peers and helps resolve conflicts. |
| Meeting | 3 | The student usually participates in learning and rarely requires redirection. | The student usually completes classwork. | The student usually cooperates with adults by listening and following directions. | The student usually demonstrates respect for peers and does not participate in conflicts. |
| Developing | 2 | The student occasionally participates in learning and sometimes requires redirection. | The student inconsistently completes classwork. | The student inconsistently listens and follows directions. | The student inconsistently demonstrates respect for peers and does not escalate conflicts. |
| Beginning or Insufficient Progress | 1 | The student rarely participates in learning and does not follow redirection to change his/her actions. | The student rarely completes classwork. | The student rarely listens and follows directions. | The student rarely demonstrates respect for peers and escalates conflicts. |
| No Evidence | 0 | Even with help, the student does not participate in learning and escalates with given redirection. | Even with help, the student does not complete work. | Even with help, the student does not listen and follow directions. | The student initiates conflict with peers. |

Grades 2-5 DMPS Citizenship and Employability Skills Rubric

| | | Attitude Towards Learning | | Attitude Towards People | |
|-------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Instruction | Work Completion | Adults | Peers |
| Exceeding | 4 | <p>The Student:</p> <ul style="list-style-type: none"> Is prepared for instruction Participates every day and actions drive instruction forward Does not require redirection | <p>The Student:</p> <ul style="list-style-type: none"> Completes classwork every day Takes advantage of multiple opportunities to demonstrate learning | <p>The Student:</p> <ul style="list-style-type: none"> Cooperates with adults by listening and following directions Demonstrates effective communication skills with adults | <p>The Student:</p> <ul style="list-style-type: none"> Demonstrates effective communication skills with peers and emerges as a leader Can help resolve peer conflicts Embraces diversity in others |
| Meeting | 3 | <p>The Student:</p> <ul style="list-style-type: none"> Usually is prepared for instruction Participates and actions benefit instruction Rarely requires redirection | <p>The Student:</p> <ul style="list-style-type: none"> Usually completes classwork Usually takes advantage of multiple opportunities to demonstrate learning | <p>The Student:</p> <ul style="list-style-type: none"> Usually cooperates with adults by listening and following directions Usually demonstrates effective communication skills with adults | <p>The Student:</p> <ul style="list-style-type: none"> Usually demonstrates effective communication skills with peers Usually demonstrates respect for peers and does not participate in conflicts Usually demonstrates appreciation of diversity in others |
| Developing | 2 | <p>The Student:</p> <ul style="list-style-type: none"> Occasionally is prepared for instruction Occasionally participates and actions occasionally distract from instruction Sometimes requires redirection and changes his/her actions | <p>The Student:</p> <ul style="list-style-type: none"> Inconsistently completes classwork Occasionally takes advantage of multiple opportunities to demonstrate learning | <p>The Student:</p> <ul style="list-style-type: none"> Inconsistently cooperates with adults regarding listening and following directions Inconsistently demonstrates effective communication skills with adults | <p>The Student:</p> <ul style="list-style-type: none"> Occasionally demonstrates effective communication skills with peers Inconsistently demonstrates respect for peers and does not escalate conflicts Recognizes diversity in others |
| Beginning or Insufficient Progress | 1 | <p>The Student:</p> <ul style="list-style-type: none"> Rarely is prepared for instruction Rarely participates and actions often distract from instruction Does not follow redirection to change his/her actions | <p>The Student:</p> <ul style="list-style-type: none"> Rarely completes classwork Rarely takes advantage of multiple opportunities to demonstrate learning | <p>The Student:</p> <ul style="list-style-type: none"> Rarely cooperates with adults regarding listening and following directions Rarely demonstrates effective communication skills with adults | <p>The Student:</p> <ul style="list-style-type: none"> Rarely demonstrates effective communication skills with peers Rarely demonstrates respect for peers and escalates conflicts Does not accept diversity in others |
| No Evidence | 0 | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Not prepared for instruction Does not participate Does not follow directions Escalates situation when given redirection | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not complete classwork Does not take advantage of multiple opportunities to demonstrate learning | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not cooperate with adults regarding listening and following directions Does not demonstrate effective communication skills with adults | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not communicate effectively Initiates conflict with peers Does not accept diversity in others |

DMPS Citizenship and Employability Skills Rubric (Secondary)

| | | Academic Conduct | Work Completion | Working With Adults | Working With Students |
|-------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Exceeding | 4 | <p>The Student:</p> <ul style="list-style-type: none"> Arrives on time prepared for class every day. Participates every day, actions drive instruction forward. Consistently does what's expected and helps others do the same. | <p>The Student:</p> <ul style="list-style-type: none"> Completes work as assigned every day. Routinely submits work on time. Takes full advantage of reassessment opportunities and support. | <p>The Student:</p> <ul style="list-style-type: none"> Usually assumes responsibility for learning by seeking help and asking questions in a timely manner. Consistently listens and follows suggestions given by adults. Consistently demonstrates effective communication skills and willingness to work with adults. | <p>The Student:</p> <ul style="list-style-type: none"> Effectively leads a group of students. Can help resolve most conflicts. Seeks out different points of view. Embraces diversity in others. |
| Meeting | 3 | <p>The Student:</p> <ul style="list-style-type: none"> Arrives on time prepared for class consistently. Participates in class, actions benefit instruction. Accepts responsibility for their actions, rarely requires redirection. | <p>The Student:</p> <ul style="list-style-type: none"> Consistently completes work as assigned. Usually submits work on time. Takes advantage of reassessment opportunities and support. | <p>The Student:</p> <ul style="list-style-type: none"> Usually assumes responsibility for learning by seeking help and asking questions when needed. Usually listens and follows suggestions given by adults. Usually demonstrates effective communication skills and willingness to work with adults. | <p>The Student:</p> <ul style="list-style-type: none"> Effectively communicates with other students. Does not participate in conflicts. Accepts different points of view. Accepts diversity in others. |
| Developing | 2 | <p>The Student:</p> <ul style="list-style-type: none"> Arrives on time prepared for class inconsistently. Participates in class, actions at times distract from instruction. Usually follows redirection and changes their actions. | <p>The Student:</p> <ul style="list-style-type: none"> Inconsistently completes work as assigned. Inconsistently submits work on time. Occasionally takes advantage of reassessment opportunities and support. | <p>The Student:</p> <ul style="list-style-type: none"> Occasionally seeks help and asks questions when needed. Inconsistently listens and follows suggestions given by adults. Sometimes demonstrates effective communication skills and willingness to work with adults. | <p>The Student:</p> <ul style="list-style-type: none"> Occasionally communicates effectively with other students. Does not escalate conflicts. Occasionally accepts different points of view. Occasionally accepts diversity in others. |
| Beginning or Insufficient Progress | 1 | <p>The Student:</p> <ul style="list-style-type: none"> Rarely brings materials to class, even with teacher coaching. Rarely participates, comments often distract from instruction. Does not follow redirection to change their actions. | <p>The Student:</p> <ul style="list-style-type: none"> Rarely completes work as assigned. Rarely submits work on time. Rarely takes advantage of reassessment opportunities and support. | <p>The Student:</p> <ul style="list-style-type: none"> Rarely seeks help and asks questions when needed. Rarely listens and follows suggestions given by adults. Rarely demonstrates effective communication skills and willingness to work with adults. | <p>The Student:</p> <ul style="list-style-type: none"> Does not communicate effectively with other students. Escalates conflicts. Does not accept different points of view. Does not accept diversity in others. |
| No Evidence | 0 | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not bring materials. Does not participate. Does not follow directions. Escalates situation when given redirection. | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not complete work as assigned. Does not submit work on time. Does not take advantage of reassessment opportunities and support. | <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not seek help and ask questions Does not listen and follow suggestions given by adults Does not demonstrate effective communication skills nor a willingness to work with adults | <p>The Student:</p> <ul style="list-style-type: none"> Initiates conflict <p>Even with help, the student:</p> <ul style="list-style-type: none"> Does not communicate effectively Does not accept different points of view Does not accept diversity |

*All bullet points are indicators for the level. Not all indicators must be met in order to score a student at a particular level in each category.

Adapted with permission from Council Bluffs Community School District

Grading Practice 3:

Scores are based on a body of evidence.

Body of Evidence

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student's learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data (See Grading Practice 5).
- Provide opportunities for feedback between student and teacher.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale.

Teachers look at all available evidence to determine a topic score (See "Determining a Topic Score" below). All topic scores should be defensible and credible through a body of evidence.

Role of Homework

In DMPS, we support homework as practice. Homework is not about perfection but about practicing what was learned in the classroom. Teachers should help students understand how homework helps them to master the concepts worked on in class. Teachers can report homework completion on the DMPS Citizenship and Employability Skills Rubric (CER).

There *are* longer-term, multistep projects or papers that do need to be done outside of class. Teachers will use professional judgment as they gauge what will be worked on inside of class and outside of class. Students can be asked to complete a reflective piece at the end of a multistep project as a way to help further gauge individual student understanding of standards in the project.

Ultimately, what is termed "homework" (practice of new learning in the classroom) is not factored into the determination of a academic topic score.

Insufficient Evidence

A failure due to insufficient evidence (F/IE) is used by teachers to communicate that students are missing or do not have enough representative evidence for **all topics** and, therefore, cannot pass a course. After two weeks, a remaining F/IE (which is considered a course failure) will be **transcripted** if students have not recovered missing evidence. Students can engage in topic recovery after that point, but the F/IE will remain on the transcript, in addition to the new grade.

If a student is at risk for receiving an F/IE, teachers are expected to make parent/guardian contact as soon as possible to proactively avoid assigning an F/IE and the need for future recovery.

Posting an F/IE must be done manually by the teacher because topic scores could automatically average to a different grade; the teacher will scroll over the grade in the "posted" column of the semester page in the gradebook and change the grade to F/IE. This step must be done after entering and saving all other grades. If a teacher re-posts grades, the F/IE will disappear, and that student's grade will appear as the average of his/her topic scores. Therefore, entering an F/IE should be the final action a teacher takes prior to posting grades.

Note regarding Insufficient Evidence: F/IE does not pertain to elementary level.

Ultimately:

- When to give an F/IE: a student has a zero for one or more topic scores due to insufficient evidence
- When to give an F: a student has submitted evidence for all topics, but topic scores average to an F (per Infinite Campus)

“Different” Kinds of Evidence—no scale score given

At times, students may complete tasks that cannot be fairly assessed (homework, group work, etc.). In this case, it is appropriate to use marks such as + or - or M (missing) in Infinite Campus to communicate patterns of learning over time for a topic.

Mobility

Outside-of-District Transfers

When handling transfers from outside the district from non-SRG schools, we want to accomplish the following:

- Honor the work of students transferring into our classrooms.
- Provide grades for topics that have been taught and assessed in the classroom.
- Communicate a grade that is fair to the student, accurate, and maintains the integrity of the system.
- Honor the professional judgment of teachers of those students transferring in.

Concerning students from outside DMPS schools:

- Registrar receives letter grades from original school
- Registrar sends letter grades to teachers of **like courses**
- Teachers will convert letter grades into topic scores for topics missed based on following scale:
 - A = 3.0
 - B = 2.5
 - C = 2.0
 - D = 1.75
 - F = 1.0
- Teachers will enter converted score for all missed topics as both a single piece of evidence and the topic score
- A note for each of these entries stating “TRANSFER GRADE” will be added

Additional pieces of evidence can be added during the remainder of the semester, which can lead to an adjustment of the transfer topic score.

If a student from out of district comes in and has **unlike courses** with letter grades, the situation will be handled on a case-by-case basis, most likely by teachers and counselors.

Inside-of-District Transfers

Concerning students from within DMPS schools:

- Grade books are updated by original teachers
- Registrar from original school sends topic scores to registrar at the new school
- Registrar at new school sends topic scores to new teachers
- New teachers enter topic scores in grade book

Infinite Campus SRG Grade Book

Term: 1 (08/24/16 - 01/13/17) | Section: 4) MTH311-4 Algebra II S1 | Task: Semester

| Student | Posted | | | | In Progress | | | | 1) ALG2-GR: Graphing | | 1) ALG2-FT: Functions | | 1) ALG2-PO: Polynomials | | 1) ALG2-CN: Comp Number System | |
|------------------------|--------|----------|---------|------------|-------------|----------|---------|------------|----------------------|-----------------|-----------------------|-----------------|-------------------------|-----------------|--------------------------------|-----------------|
| | Points | Possible | Percent | Post Grade | Points | Possible | Percent | Post Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade | Composite Percent | Composite Grade |
| 11 Bell, Tinker (Tink) | | | 2.50 % | B | | | | | 2.50 | 2.5 | 2.50 | 2.5 | 2.00 | 2.0 | 3.00 | 3.0 |
| 11 Bunny, Bugs | | | 3.12 % | A | | | | | 2.00 | 2.0 | 3.50 | 3.5 | 3.00 | 3.0 | 4.00 | 4.0 |
| 11 Cane, Candy | | | 2.50 % | B | | | | | 3.00 | 3.0 | 3.00 | 3.0 | 2.50 | 2.5 | 1.50 | 1.5 |

The scores for each topic are averaged together by IC to determine the grade for the class using the following conversion scale.

A(H) = 3.50 to 4.00
 A = 3.00 to 3.49
 B = 2.50 to 2.99
 C = 2.00 to 2.49
 D = 1.75 to 1.99
 F = Below 1.75

These topics are averaged by IC to yield the grade for the course.

Term: 1 (08/24/16 - 01/13/17) | Section: 4) MTH311-4 Algebra II S1 | Task: ALG2-FT: Functions

| Student | Posted | | | | In Progress | | | | Categories | | Topic Score | Body of Evidence | |
|------------------------|---------|-------|------------------|--------|-------------|---------|------------|-------------|------------------|------|-------------|------------------|--|
| | Percent | Grade | Rpt Crd Comments | Points | Possible | Percent | Post Grade | Topic Score | BODY OF EVIDENCE | CFA1 | | CFA2 | |
| 11 Bell, Tinker (Tink) | 2.50 % | 2.5 | CC | 2.50 | 100 | 2.50 % | 2.5 | 2.50 % | | 2.5 | 2.0 | 2.5 | |
| 11 Bunny, Bugs | 3.50 % | 3.5 | CC | 3.50 | 100 | 3.50 % | 3.5 | 3.50 % | | 3.5 | 2.0 | 3.5 | |
| 11 Cane, Candy | 3.00 % | 3.0 | CC | 3 | 100 | 3.00 % | 3.0 | 3.00 % | | 3 | 3.0 | 3.0 | |

The scores in the red box are the scores for this topic.

The teacher looks at the scores in the green box to determine the score that goes into the first column of the red box.

| Actions Consistent with this Grading Practice: | Actions Inconsistent with this Grading Practice: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do base all tasks on the 4-point scale</p> <ul style="list-style-type: none"> ○ Organize parts of a task by standard ○ Assess each part according to the 4-point scale defined for the particular standard | <p>Don't assign an arbitrary number of points for a task</p> <ul style="list-style-type: none"> ○ Don't use points at all (We now use topic scales for instruction and assessment) ○ Don't convert the 100-pt scale to a 4-pt scale ○ Don't use the traditional 100-pt scale at all |
| <p>Do reveal assessment components at the beginning of a unit</p> <ul style="list-style-type: none"> ○ Design assessment prior to instruction ○ Align each assessment item to the corresponding 4-point scale | <p>Don't reveal components of summative assessment just on "test day."</p> |
| <p>Do work in collaboration to develop (and score) assessments.</p> <ul style="list-style-type: none"> ○ Work with course-alike colleagues to develop assessments prior to instruction ○ Collaboratively score common evidence according to the 4-point content scale, using a scoring protocol, at least occasionally in order to calibrate | <p>Don't work in isolation</p> |
| <p>Do assess representative sample of work</p> <ul style="list-style-type: none"> ○ Assign meaningful work that will enable you to see what students know about a learning topic ○ Look at representative samples to determine student understanding | <p>Don't follow traditional habits of grading stacks of work.</p> <ul style="list-style-type: none"> ○ It's not about scoring/grading every single thing a student does; it's about assessing representative, meaningful work in the description on the left |
| <p>Do consider adding the topic scale to the top of an assessment or task so the students always have in front of them the expectations for the various levels.</p> <ul style="list-style-type: none"> ○ The scale can then also provide clear, descriptive feedback for the students. | |
| <p>Do assign meaningful work.</p> <ul style="list-style-type: none"> ○ Give students time to practice while you are available to answer questions/correct misconceptions ○ Let students practice without tying it to their grade | <p>Don't assign homework daily or for each concept taught, just for the sake of assigning homework.</p> |
| <p>Do set fixed deadlines for work and hold students accountable by requiring them to complete work (also see Grading Practice 5).</p> <ul style="list-style-type: none"> ○ Check in frequently for long-term projects ○ Require student who fail to meet deadlines to complete the work ○ Record failure to meet deadlines as a reflection of academic conduct/behavior rather than a reflection of what students know | <p>Don't set fixed and inflexible deadlines for student work with unreasonable penalties for failing to meet the deadline.</p> |

This grading practice in action—What might this look like in practice?

Determining a Topic Score:

This chart helps a teacher think of how to reach a credible and defensible topic score.

| Evidence shows the student can... | Topic Score |
|-----------------------------------------------------------------------------------------------------------|-------------|
| Demonstrate all learning targets from Level 3 and Level 4 | 4 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

A teacher looks at a student’s body of evidence, with the connected topic scale out for reference, and determines a credible and defensible score. Use the chart above to determine a correct topic score.

Below you will find three different options for documenting student learning in Infinite Campus. These options are most beneficial when tracking at the target level.

Option #1:

| Student | Topic Score 11/09/18 | Body of Evidence | | | |
|---------|-------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | | Evidence 1 (3A) 10/23/18 | Evidence 1 (3B) 10/23/18 | Evidence 2 (3B) 10/30/18 | Evidence 2 (3C) 10/30/18 |
| Lupe | 2.5 | 3 | 2 | 3 | 2 |

Option 1: In this example, a teacher has gathered two pieces of evidence. Evidence 1 assesses targets 3A and 3B; Evidence 2 assesses 3B and 3C. Because Lupe demonstrated mastery of targets 3A and 3B over time but is still not proficient on target 3C, she has earned a 2.5 for her topic score. If issuing numerical values at the target level, students are either demonstrating learning at 4, 3, 2, 1, or 0. Consequently, 0.5 increments are not applicable at the target level, only the topic level.

(Options continued on next page)

Option #2:

| Student | Topic Score 11/09/18 | Body of Evidence | | | |
|---------|-------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | | Evidence 1 (3A) 10/23/18 | Evidence 1 (3B) 10/23/18 | Evidence 2 (3B) 10/30/18 | Evidence 2 (3C) 10/30/18 |
| Lupe | 2.5 | AT | PT | AT | PT |

Option 2: In this example, a teacher has gathered two pieces of evidence. Evidence 1 assesses targets 3A and 3B; Evidence 2 assesses 3B and 3C. Because Lupe is Achieving Target (AT) on 3A and 3B over time but is Progressing Toward (PT) target on 3C, she has earned a 2.5 for her topic score. Use the following abbreviations to denote student learning (replacing any other coding, such as + - /).

- ET: Exceeding Target
- AT: Achieving Target
- PT: Progressing Toward Target
- NM: Not Meeting Target

Option #3:

| Student | Topic Score 11/09/18 | Body of Evidence | | |
|---------|-------------------------|------------------------------------------|---------------------------------------------------|---------------------------------------------------------|
| | | 3A: Analyze Secondary Dominant Chords | 3B: Compose Using Secondary Dominant Chords | 3C: Aurally Distinguish Secondary Dominant Chords |
| Lupe | 2.5 | AT | AT | PT |

Option 3: In this example, a music teacher is documenting Lupe’s current understanding of each (named) learning target without providing a chronological history of her pieces of evidence. Because Lupe is Achieving Target (AT) on 3A and 3B over time but is Progressing Toward (PT) target on 3C, she has earned a 2.5 for her topic score. While specific information about pieces of evidence is not being logged in Infinite Campus, it should be available from the teacher upon request. **These scores should be updated as students provide further evidence of their learning.** Use the following abbreviations to denote student learning (replacing any other coding, such as + - /).

- ET: Exceeding Target
- AT: Achieving Target
- PT: Progressing Toward Target
- NM: Not Meeting Target

The difference between “posting” in Infinite Campus and “entering evidence” in Infinite Campus:

Posting: a teacher posts a topic score (for a topic scale) after a student has submitted the evidence needed for the teacher to decide on a topic score; a teacher can repost when needed

Entering evidence: a teacher uses and tracks marks to show evidence of learning against learning targets in a topic scale. There might be few or several pieces of evidence in the body of evidence for a topic scale.

Basic guidelines for posting

Students *must* have the opportunity to submit evidence for a Level 3 target(s) in order for a teacher to issue a topic score. However, there may not be evidence for all learning targets within Level 3. Teachers are expected to update Infinite Campus to show student learning as frequently as possible, in compliance with building directives. If a student has not had the **opportunity** to provide evidence, do not post topic scores. But post as often as you do have adequate evidence so that information is clear and updated for a viewer/parent.

- When assigning a topic score, it’s not about giving the benefit of the doubt, it’s not about assuming the student really did master the targets but just didn’t show it in the evidence, and it’s not about looking through a body of evidence and estimating what an appropriate score might be. *It is about assessing that evidence against the criteria in the scale, using professional judgment, and being confident in the topic score assigned.*
- Additional thoughts about deciding on a topic scale score: If student evidence shows that the student clearly, credibly demonstrates learning around Level 3 in the scale (the standard or learning goal) but has not offered direct evidence of Level 2 learning, it’s allowable to give that evidence a score of 3. If the student has met the goal through evidence, it is a score of 3.
 - This is an individual teacher decision. The teacher may certainly want to ask a question or two personally of that student to ensure foundational learning. But all of Level 2 does not have to be demonstrated before defensibly and credibly assessing evidence at Level 3.

Grading Practice 4:

Achievement is organized and reported by learning topic. In secondary schools, topic scores are converted to a grade at semester's end.

Teachers organize and report evidence of student learning using pre-established learning topics aligned to the course standards.

Each learning topic score is determined by the teacher, by examining evidence collected throughout the semester (*see Grading Practice 3*). This score is reported in the grade book using the district 4-point scale (*see Grading Practice 1*).

Semester course letter grades represent the **unweighted average** of a student's overall performance across topics. According to Robert Marzano, an unweighted average "simply means that all learning goals are considered equal—no goal has more weight than any other goal" (Marzano, 2010, p. 105).

Conversion to a single grade (secondary only):

After topic scores are determined by the professional judgment of teachers, Infinite Campus computes a grade for the course at the end of the semester (secondary only).

Course letter grades are determined at semester 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** = 1.75 to 1.99
- F** = 0.00 to 1.74

Example of Final Topic Scores converted by Infinite Campus and converted to a letter grade:

| Final Topic Scores (based on body of evidence + teacher professional judgment) | Average of Final Topic Scores (computed by Infinite Campus) | Letter Grade for Course (converted by Infinite Campus) | Traditional GPA Value |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------|------------------------------|
| Topic A: 3 | 2.66 | B | 3.0 |
| Topic B: 2.5 | | | |
| Topic C: 3 | | | |
| Topic D: 2 | | | |
| Topic E: 2.5 | | | |
| Topic F: 3 | | | |

This grading practice in action—What might this look like in practice?

Posting Topic Scores

Big Picture:

- Collect a body of evidence. Record it in Infinite Campus. Determine a topic score by using professional judgment. Do not average.

Topic Scores (see also Grading Practice 3):

- Update Infinite Campus topic scores as often as possible, as evidence is collected, so progress on topic scales can be seen by students and families.
- Each time the topic score is updated, use the “post” function in Infinite Campus.
- Most schools require topic scores to be updated every two weeks.

Grading Practice 5:

Students have multiple opportunities to demonstrate proficiency.

Multiple Opportunities—Philosophy:

Philosophically, we stand here regarding multiple opportunities: there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. Our curriculum builds on itself: our later topics often provide opportunities to collect evidence of earlier learning. “Multiple opportunities” is about allowing students to demonstrate their learning again throughout the course. The other form is reassessment of learning which happens *after* completing assessment of learning at the end of a unit or chunk of learning (see information below on “Two Cycles in Planning for Multiple Opportunities”).

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need multiple pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Boundaries, Duties, and Expectations:

- Every teacher plans for more than one demonstration of learning from students throughout Cycle 1, Core Instruction (see graphic, next page). Various demonstrations of learning provide evidence toward learning goals within Cycle 1, with use of Cycle 2 as genuinely necessary.
- Every teacher knows the Cycle 1 loop may occur several times over chunks or units of learning.
- Every student engages in Cycle 1, through the teacher’s instruction, coaching, and guidance.
- Students are not guaranteed access to Cycle 2 if they haven’t willingly engaged in Cycle 1.
- Students who have missed Cycle 1 due to circumstances beyond their control must engage in Cycle 1. The teacher must ensure that this happens. *How* the students engage in Cycle 1 in these circumstances is at the discretion of the teacher.
- Teachers need to honor the two cycles by offering *both* cycles.
- *How* teachers engage in the cycles can vary.

Deadlines

Due to the structure of our semesters and grading periods, there will need to be a cut-off date for multiple opportunities. When thinking about the end of a semester, **a teacher has the ability to limit the collection of evidence—from previous topics—that he will accept in the last two weeks of the semester.** All this *must* be clearly communicated to students earlier in the semester and then throughout the semester.

Learning and evidence collection on the current topic(s) are expected to occur in classrooms through the term to the end of the semester. The end of the semester should be treated like the end of any unit, which may be contrary to past final practices.

Here’s an example of this:

Imagine a teacher plans for four units over a semester. In the last two weeks, she can accept evidence from Unit 4, for instance, but she has the right to not accept evidence from Units 1, 2, or 3. This is because students have already had ample opportunity to submit evidence through earlier units.

Extra Credit

Extra credit does not exist in a standards-based system. Like other behaviors, extra credit distorts a grade. If students want to show they are improving their learning, they will be provided opportunities to demonstrate understanding at a higher level. Additional “points” will not be given simply for doing more work or putting in more time. Semester grades reflect learning, not a gathering of points.

Two Cycles in Planning for Multiple Opportunities (see next pages)

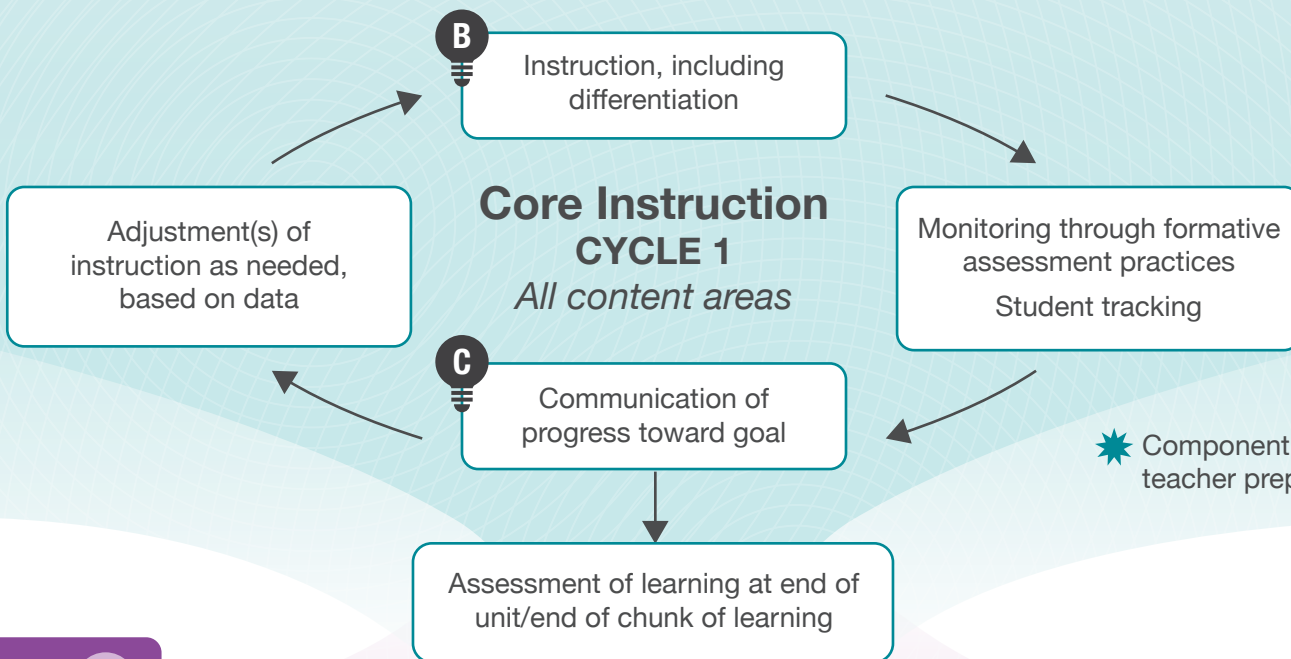
On the next page, there are two cycles shown. Every student, through a teacher’s instruction, moves through Cycle 1, Core Instruction (upper part of the graphic). Cycle 2, Reassessment of Learning (lower part), is kicked off by a student’s not *demonstrating* mastery of Level 3 in Cycle 1 (not mere disengagement in Cycle 1). Cycle 2 is an option for students after completing the assessment of learning at the end of the unit or end of a chunk of learning. ***Pages 22-23 represent the heart of teacher planning, instruction, & assessment.***

Planning for Multiple Opportunities within The Instructional Cycle



A Initial Planning of Learning Opportunities

- Assessment *for* learning
- Assessment *of* learning
- Possible reassessment of learning
- Ways for students to provide evidence of new learning in Cycle 2
- For students to track learning
- Communicate with students the plans for multiple opportunities over the semester or year



★ Component requires teacher preparation



D Student reflection and request for another opportunity

Optional
(Student may need to or want to initiate another cycle)

Reassessment of Learning CYCLE 2

E Student provides evidence of steps taken to show expanded learning

Communication of progress

Assessment of learning:
New or varying way, suggested by either student or teacher

F Student to teacher hand off
Communication of assessment plan

Instructional Cycle

(Expanded Information)

Core Instruction: All Content Areas Cycle 1

Assessment for learning: Assessment processes or products that check for understanding of goals and targets *during* learning to inform instructional decisions; often called formative assessment

Assessment of learning: Assessment or evaluation designed to provide information to be used in making professional judgments about or toward the end of a chunk of learning; often called summative assessment

Examples of “Ways for students to provide evidence of new learning in “Reassessment of Learning: cycle” through Stipulated Second Chances

It is appropriate and reasonable for departments to require students to take additional steps to show expanded learning prior to reassessment. This can take many forms, including but not limited to these examples:

- evidence of new learning
- written reflection
- small project
- conversation with the teacher that focuses on learning targets from scale to show corrections in earlier misunderstood concepts

- working with a teacher outside of class
- doing more practice (possibly through a website or software tool)
- creation of a video to explain a concept

Examples of “Students tracking their own learning”:

- Students are given topic scales with designated spots to self-assess, take notes, and record their current understanding of the learning targets
- Students are given recordkeeping sheets of learning targets and proficiency levels; they self-assess regularly and keep these sheets in a binder

Instruction: Teacher teaches the content, including differentiating based on student need. Teacher provides instruction based on the principle that students learn in different ways and at different rates.

Examples: Infinite Campus; e-mail/parent contact; students track own progress; timely/scale-based feedback on student work

Reassessment of Learning Cycle 2

Student reflection and request for another opportunity. Teacher then asks students questions such as the following:

- What is the skill/topic/target that you would like to demonstrate?
- When do you plan to demonstrate your learning for this skill/topic/target?
- What are the steps you will take to prepare for another learning opportunity?
- What do you need from me (the teacher) to successfully complete the additional learning opportunity?

- How has your knowledge of this skill/topic/target changed?
- What is your goal in completing another learning opportunity?
- In the future, how will you reflect on your learning needs prior to a final assessment?

Student provides evidence of steps taken to show expanded learning: Student must show there has been improvement in what s/he knows and can do compared to their previous assessment of learning. Methods for this might include but are not limited to: working with a teacher outside of class, doing more practice (possibly through a website or software tool), creation of a video to explain the concept, etc.

Communication of assessment plan: Teacher communicates where, when, and how the student will engage in the reassessment of learning.

Grading Practice 6:

Accommodations and modifications are provided for exceptional learners.

Exceptional Learners

Exceptional learners are students whose current performance level is significantly discrepant from grade level standards. Exceptional learners include but are not limited to Gifted & Advanced; Twice Exceptional Learners; students with disabilities, who may have an IEP (Individualized Education Plan) or 504; and English learners. An exceptional learner may or may not have a 504 or an IEP (Individualized Education Plan).

Adaptations: Two Types

1) 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.

2) Modifications are changes in content and assessment based on the recommendations from the student’s educational team. **The standard(s) itself is modified** through a formal team process

English Learners

Language accommodations in the content areas will be provided to English learners. Accommodations will be documented on the Team Review and Consent for Course Modifications form. The student’s educational team, including the parent, will decide if modifying curriculum standards is appropriate. If a student is not meeting grade level standards with appropriate accommodations, then modification of the curriculum will be considered. Modifications made to the curriculum will be revisited as the student’s English develops.

Gifted & Advanced Learners

Gifted and advanced learners are students that demonstrate potential to perform at significantly higher levels of accomplishment when compared with others of their age, experience, or environment. A gifted or advanced learner may or may not have a PEP (Personalized Education Plan) or an extended learning plan.

Students with Disabilities—Special Education IEP and 504

Schools will use the same report cards for students who have an IEP as they do with general education students.

Students with disabilities may not be discriminated against because of their disability. All students may earn A through F.

Students on the Iowa Alternate Assessment may participate in classes for reasons other than achieving standards and may be graded with a Pass or No Pass.

Neither a report card nor a grade transcript may identify the student as a student with a disability.

Twice Exceptional Learners

Twice exceptional learners are students identified with high potential in one or more areas but also have learning disabilities that make them at risk in meeting their educational and social/emotional needs.



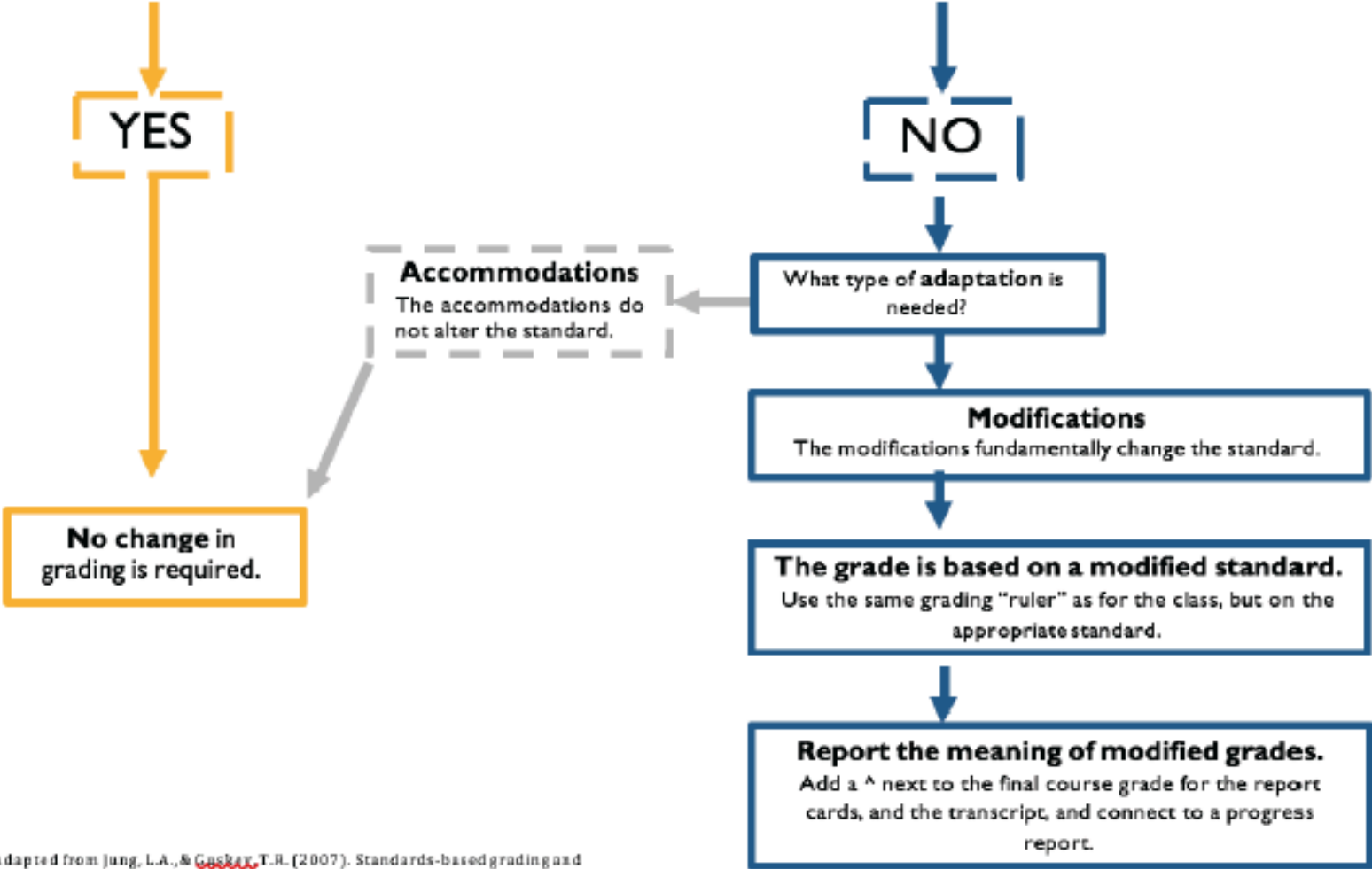
Examples of Adaptations

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When the adaptation “levels the playing field” but does not change the standard, it is an accommodation . | When the adaptation alters the standard, it becomes a modification . <i>Remember, a modification to a standard is done rarely and then only by the student’s education team.</i> |
| Extended Time | |
| Accommodation: The standard is not changed when the rate/speed is NOT part of the standard. <i>Example: Extended time on a writing prompt</i> | Modification: When rate/speed IS part of the standard <i>Example: Math fact fluency</i> |
| Having fewer questions on a task or assessment | |
| Accommodation: When all questions are of equal difficulty and the number given is adjusted but the standard is still measured <i>Example: Fewer questions with equal difficulty on an assessment</i> | Modification: When the complexity of the standard is altered <i>Example: Eliminating the number of answers on a multiple choice test</i> |
| Use of a calculator | |
| Accommodation: When the standard is NOT assessing computation <i>Example: Solving one- or two-step equations</i> | Modification: When the standard IS assessing computation fluency <i>Example: Fluently adding and subtracting decimals</i> |
| Reading text to a student | |
| Accommodation: When the standard is NOT assessing reading accuracy, fluency, or comprehension <i>Example: Science common assessment</i> | Modification: When the standard IS assessing reading accuracy, fluency, or comprehension <i>Example: English reading common assessment</i> |
| Enrichment/Extension | |
| Accommodation: When the learner requires enrichment through differentiation <i>Example: Flexible cluster groups and an advanced curriculum are provided to learners that have demonstrated the need; each learner is assessed individually</i> | Modification: Grade/content or course level acceleration <i>Example: Making the determination with a building team & Gifted/Advanced support staff to accelerate a 3rd grade student to 4th grade</i> |

For further guidance on choosing appropriate accommodations, see “Iowa Guidelines for the Use of Accommodations during Instruction and District Wide Assessments for Students with Disabilities”

<https://www.educateiowa.gov/sites/files/ed/documents/Iowa%20Accommodations%20Guidelines.pdf>

When Considering Adaptations Ask:
Is the student able to achieve part of the 2 on the 4-Point Scale?



Source: Adapted from Jung, L.A., & Cook, T.R. (2007). Standards-based grading and reporting: A model for special education. *Teaching Exceptional Children*, 40 (2), 48-53. Copyright 2007 by the Council for Exceptional Children. Reprinted with permission.

Procedures for Course Modification

The decision to modify must be made by the student's educational team. The team must include a parent, the student, a school leader, a specialist, and the general education teacher for the course being modified.

Roles:

School Leader: Ensures the process and procedures are followed; is the identified contact for the school.

General Educator: Ensures alignment to the core.

Specialist (Consultant/Teacher/Program Coordinator for GT/MTSS, ELL, 504, IEP): Ensures modifications are in place.

Key Considerations

- When considering any modification to course standards for a given student, a school must follow district policies and procedures.
- A parent must be invited via the meeting notification letter **at least ten days prior** to the meeting. If the student has an IEP, use the required meeting notification letter in the IEP Program.
- Communication always needs to be in the parent/guardian's home language. Contact the ELL Department for translated forms or interpreters.
- The student's team will use the "Team Review and Consent for Course Modifications" document to consider modification of standards.
- In the case of a student with an IEP, this process occurs as a part of an IEP meeting, which may require an IEP meeting to be scheduled prior to the annual review.
- Schools will use the same report card with all students regardless of the adaptations. After the team meeting, the teacher will manually override the grade in Infinite Campus to include the ^ (caret symbol) next to it to denote modification. The registrar will confirm the caret was a team decision based on school leader confirmation.
- Consideration for modification should occur on or before the end of the first nine weeks of the semester.
- A student who can demonstrate evidence on part of the Level 2 (2 or 1.5) on the course's 4-point scale would not be considered for modification. Additional accommodations and learning targets to scaffold to the Level 2 on the course's 4-point scale should be added.
- When a course modification is ended, a student must have demonstrated evidence on each topic.



Notification Letter to Parents/Guardians

The Des Moines Public School District wants to ensure that all students are successful. We will convene an educational team to discuss the individual needs of your child and the implications of modifying standards for one or more courses. We value your input in this process.

This meeting is scheduled for:

Date

Time

Location

Course(s) that will be discussed at the meeting:

You may contact the school representative with any questions or if you need to reschedule this meeting.

School representative (name):

At: (school phone number):

OR (email address):



Team Review & Consent for Course Modifications

| | | |
|----------------|-------|-------------------------|
| Student Name: | | Meeting Date: |
| Date of Birth: | Grade | Credits Earned: |
| Course: | | Semester 1 / Semester 2 |

| Team Members Present | |
|----------------------|----------------------------------------------------------------------------------|
| Name | Role |
| | Parent |
| | Student |
| | School Leader |
| | Specialist (Consultant/Teacher/Program Coordinator for ELL, GT, MTSS,, 504, IEP) |
| | |

What suggests this student is unable to demonstrate evidence of part of Level 2 (at a minimum) for each topic (standards) required for this course? (Please attach evidence of each of the following considerations.)

Instruction has been provided by a Highly Qualified Teacher or through Reverse Consultation
 Student has had adequate opportunities to learn based on his/her entitlement (SDI/ELL)
 Required accommodations have been provided; are appropriate and implemented consistently
 Additional accommodations related to the standard/task have been added when needed
 Learning targets have been added to scaffold to Level 2 on the 4-point scale
 Student has participated in quality Tier I, II, and III interventions
 Student still unable to demonstrate part of Level 2 (2 or 1.5) on the course's 4-point scale

Modifications in standards will be done using:

- Iowa Core Essential Elements (Alternative Assessment)
- Language Arts Vertical Articulation Guide
- Algebra Foundational Competencies
- If in secondary school, English Language Proficiency Standards will be used.
- The Cognitive Abilities Test, or the MAP test, or the Iowa assessments to determine specific academic modifications.

By providing your consent, your child's course and grade will be modified. This modification will appear on the official transcript and be visible to external institutions. RAI and NCAA implications have been explained and provided.

Yes, I consent to a modified grade in the following course(s):

| Course(s) | Semester 1 / Semester 2 |
|-----------|-------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

No, I do not consent to modified grading at this time.

Parent Signature

Date

Additional Considerations: Modified Standards

The Transition Plan in a student’s IEP should guide decisions made for individual students.

| Potential Opportunities | Possible Limitations |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Admission to a community college (May increase readiness for college level course work) | Admission to a Regent University upon graduation: Meeting the required RAI Score |
| Transfer to a Regent University (After community college success) | National Collegiate Athletic Association (NCAA) eligibility |
| Intensive instruction in goal areas to increase the potential for future college success | |
| Increased focus on transition planning in high school | |
| Participation in vocational classes | |
| Future admission to vocational programs | |

Regent Admission Index (RAI)

The Regent Admission Index (RAI) combines four factors that strongly predict success at Iowa’s regent universities: ACT score (or SAT equivalent); high school percentile rank; high school grade point average (GPA); and the number of high school courses completed in core subject areas.

How is the RAI Used?

A student’s RAI score is used for automatic admission to the College of Liberal Arts and Sciences and is one of the criteria used for admission to the College of Engineering. It also is used in awarding some university scholarships. For additional information, go to: <http://www.regents.iowa.gov/RAI/> It is recommended that students work with their case manager, transition coordinator, and counselor on post-high school planning. Other circumstances may impact college acceptance.

Primary RAI Formula

(for students whose high school provides class rank)

$$\begin{aligned}
 &(1 \times \text{Percentile class rank}) \\
 &\quad + \\
 &(2 \times \text{ACT composite score}) \\
 &\quad + \\
 &(20 \times \text{Cumulative GPA}) \\
 &\quad + \\
 &(5 \times \text{Number of years of high school courses complete in the core subject areas}) = \text{RAI Score}
 \end{aligned}$$

RAI Score -- Alternative RAI Formula

(for students whose high school does NOT provide class rank)

$$\begin{aligned}
 &(3 \times \text{ACT composite score}) \\
 &\quad + \\
 &(30 \times \text{Cumulative GPA}) \\
 &\quad + \\
 &(5 \times \text{Number of years of high school courses completed in the core subject areas}) = \text{RAI Score}
 \end{aligned}$$

Course Numbers and the Impact on Board of Regents Approval

Only a general education **course** number, **from the core subject areas** will be approved by the Board of Regents. If a student is in a class with a course **number** such as English I (LA1030) and meets the general education standard at a 1.5 (part of the Level 2 on the course's 4-point scale) or above, **THEN** the course **number** should be changed to a general education course number, for example, English I (LA103) in **Infinite Campus**.

National Collegiate Athletic Association (NCAA) and Eligibility Requirements

For academic eligibility purposes, the NCAA defines a disability as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation. A student with an education-impacting disability (EID) must meet the same requirements as all other students but may be provided certain accommodations to help meet those requirements. A student with an EID may take three additional core-course units completed after high school graduation prior to full-time collegiate enrollment, provided the student graduates on tie within four consecutive academic years (8 semesters) with his/her class (as determined by the start of ninth grade). A student with a documented EID must still meet all NCAA initial-eligibility requirements to receive athletic aid to be eligible to practice and compete in the initial year of full time collegiate enrollment at an NCAA Division I or II institution.

Eligibility Center

If a student wants to play NCAA sports at an NCAA Division I or II school, the student needs to register with the NCAA Eligibility Center at www.eligibilitycenter.org. The Eligibility Center works with students and their high schools to certify student initial eligibility.

Core Courses

Not all high school classes are NCAA core courses. A core course prepares the student for a four-year college and is taught at or above the high school's regular academic level. Visit www.eligibilitycenter.org for a full list of core courses.

Grade Point Average

Only classes on the high school's list of NCAA courses will be used for the core-courses GPA.

Test Scores

Division I schools match test scores and core-course GPA on a sliding scale. After August 1, 2018, Division II schools will also use a sliding scale. Find the sliding scale at www.eligibilitycenter.org

An SAT combined score is calculated by adding reading and math scores. An ACT sub score is calculated by adding English, Math, Reading, and Science scores. A student may take the SAT or ACT as many times as desired before enrolling full time in college. If a student takes either test more than once, the best sub score from each section is used for initial-eligibility purposes.

When student registers for the SAT or ACT, if they use the NCAA Eligibility Center code of 9999, their scores will be sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will not be used in a student's academic certification.

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Appendix



DMPS Citizenship and Employability Skills: K-12 Alignments

(Complete Citizenship and Employability Skills rubric [CERs]s for each grade band are found in Grading Practice 2 in this handbook.)

| | | Attitude Towards Learning: INSTRUCTION | | |
|------------------------------------|---|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | K-1 | 2-3 | 6-12 |
| Exceeding | 4 | The student participates in learning and does not require redirection. | <u>The Student:</u> <ul style="list-style-type: none"> Participates every day, actions drive instruction forward Does not require redirection Is prepared for instruction | <u>The Student:</u> <ul style="list-style-type: none"> Arrives on time prepared for every class. Participates every day, actions drive instruction forward Consistently does what is expected and helps others do the same. |
| Meeting | 3 | The student usually participates in learning and rarely requires redirection. | <u>The Student:</u> <ul style="list-style-type: none"> Usually is prepared for instruction Participates and actions benefit instruction Rarely requires redirection | <u>The Student:</u> <ul style="list-style-type: none"> Arrives on time prepared for class consistently. Participates and actions benefit instruction. Accepts responsibility for their actions, rarely requires redirection. |
| Developing | 2 | The student occasionally participates in learning and sometimes requires redirection. | <u>The Student:</u> <ul style="list-style-type: none"> Occasionally is prepared for instruction Occasionally participates and actions occasionally distract from instruction Sometimes requires redirection and changes their actions | <u>The Student:</u> <ul style="list-style-type: none"> Arrives on time prepared for class inconsistently. Participates in class, actions occasionally distract from instruction. Sometimes requires redirection and changes their actions. |
| Beginning or Insufficient Progress | 1 | The student rarely participates in learning and does not follow redirection to change their actions. | <u>The Student:</u> <ul style="list-style-type: none"> Rarely is prepared for instruction Rarely participates and actions often distract from instruction Does not follow redirection to change their actions | <u>The Student:</u> <ul style="list-style-type: none"> Rarely arrives on time or brings materials to class. Rarely participates and actions often distract from instruction. Does not follow redirection to change their actions. |
| No Evidence | 0 | Even with help, the student does not participate in learning and escalates when given redirection. | <u>Even with help, the student:</u> <ul style="list-style-type: none"> Not prepared for instruction Does not participate Does not follow directions Escalates when given redirection | <u>Even with help, the student:</u> <ul style="list-style-type: none"> Does not bring materials. Does not participate. Does not follow directions. Escalates when given redirection. |

All bullet points are indicators for the performance level. Not all indicators must be met to score a student at that particular performance level in each category.



DMPS Citizenship and Employability Skills: K-12 Alignments

(Complete Citizenship and Employability Skills rubric [CERs]s for each grade band are found in Grading Practice 2 in this handbook.)

| | | Attitude Towards Learning: Work Completion | | |
|------------------------------------|---|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | K-1 | 2-3 | 6-12 |
| Exceeding | 4 | The student consistently completes classwork every day. | <u>The Student:</u> <ul style="list-style-type: none"> • Completes classwork every day • Takes advantage of multiple opportunities to demonstrate learning | <u>The Student:</u> <ul style="list-style-type: none"> • Completes work as assigned every day. • Routinely submits work on time. • Takes full advantage of retake/redo opportunities and support. |
| Meeting | 3 | The student usually completes classwork. | <u>The Student:</u> <ul style="list-style-type: none"> • Usually completes classwork • Usually takes advantage of multiple opportunities to demonstrate learning | <u>The Student:</u> <ul style="list-style-type: none"> • Consistently completes work as assigned. • Usually submits work on time. • Takes advantage of retake/redo opportunities and support. |
| Developing | 2 | The student inconsistently completes classwork. | <u>The Student:</u> <ul style="list-style-type: none"> • Inconsistently completes classwork • Occasionally takes advantage of multiple opportunities to demonstrate learning | <u>The Student:</u> <ul style="list-style-type: none"> • Inconsistently completes work as assigned. • Inconsistently submits work on time. • Occasionally takes advantage of retake/redo opportunities and support. |
| Beginning or Insufficient Progress | 1 | The student rarely completes classwork. | <u>The Student:</u> <ul style="list-style-type: none"> • Rarely completes classwork • Rarely takes advantage of multiple opportunities to demonstrate learning | <u>The Student:</u> <ul style="list-style-type: none"> • Rarely completes work as assigned. • Rarely submits work on time. • Rarely takes advantage of retake/redo opportunities and support. |
| No Evidence | 0 | Even with help, the student does not complete work. | <u>Even with help, the student:</u> <ul style="list-style-type: none"> • Does not complete classwork • Does not take advantage of multiple opportunities to demonstrate learning | <u>Even with help, the student:</u> <ul style="list-style-type: none"> • Does not complete work as assigned. • Does not submit work on time. • Does not take advantage of retake/redo opportunities and support. |

All bullet points are indicators for the performance level. Not all indicators must be met to score a student at that particular performance level in each category.



DMPS Citizenship and Employability Skills: K-12 Alignments

(Complete Citizenship and Employability Skills rubric [CERs]s for each grade band are found in Grading Practice 2 in this handbook.)

| | | Attitude Towards People: ADULTS | | |
|------------------------------------|---|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | K-1 | 2-3 | 6-12 |
| Exceeding | 4 | The student consistently cooperates with adults by listening and following directions. | <u>The Student:</u> <ul style="list-style-type: none"> Cooperates with adults by listening and following directions Demonstrates effective communication skills with adults Assumes responsibility for learning by seeking help and asking questions. | <u>The Student:</u> <ul style="list-style-type: none"> Assumes responsibility for learning by seeking help and asking questions in a timely manner. Consistently listens and follows suggestions given by adults. Consistently demonstrates effective communication skills and willingness to work with adults. |
| Meeting | 3 | The student usually cooperates with adults by listening and following directions. | <u>The Student:</u> <ul style="list-style-type: none"> Usually cooperates with adults by listening and following directions Usually demonstrates effective communication skills with adults Usually assumes responsibility for learning by seeking help and asking questions when needed. | <u>The Student:</u> <ul style="list-style-type: none"> Usually assumes responsibility for learning by seeking help and asking questions when needed. Usually listens and follows suggestions given by adults. Usually demonstrates effective communication skills and willingness to work with adults. |
| Developing | 2 | The student inconsistently listens and follows directions. | <u>The Student:</u> <ul style="list-style-type: none"> Inconsistently cooperates with adults by listening and following directions Inconsistently demonstrates effective communication skills with adults Occasionally seeks help and asking questions when needed. | <u>The Student:</u> <ul style="list-style-type: none"> Occasionally seeks help and asking questions when needed. Inconsistently listens and follows suggestions given by adults. Sometimes demonstrates effective communication skills and willingness to work with adults. |
| Beginning or Insufficient Progress | 1 | The student rarely listens and follows directions. | <u>The Student:</u> <ul style="list-style-type: none"> Rarely cooperates with adults by listening and following directions Rarely demonstrates effective communication skills with adults. Rarely assumes responsibility for learning by seeking help and asking when needed. | <u>The Student:</u> <ul style="list-style-type: none"> Rarely assumes responsibility for learning by seeking help and asking when needed. Rarely listens and follows suggestions given by adults. Rarely demonstrates effective communication skills and willingness to work with adults. |
| No Evidence | 0 | Even with help, the student does not listen and follow directions. | <u>Even with help, the Student:</u> <ul style="list-style-type: none"> Does not cooperate with adults by listening and following directions Does not demonstrate effective communication skills with adults Does not seek help and ask questions. | <u>Even with help, the Student:</u> <ul style="list-style-type: none"> Does not seek help and ask questions. Does not listen and follow suggestions given by adults. Rarely demonstrates effective communication skills and willingness to work with adults. |

All bullet points are indicators for the performance level. Not all indicators must be met to score a student at that particular performance level in each category.



DMPS Citizenship and Employability Skills: K-12 Alignments

(Complete Citizenship and Employability Skills rubric [CERs] for each grade band are found in Grading Practice 2 in this handbook.)

| | | Attitude Towards People: PEERS | | |
|------------------------------------|---|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | K-1 | 2-3 | 6-12 |
| Exceeding | 4 | The student consistently demonstrates respect for peers and helps resolve conflicts. | <u>The Student:</u> <ul style="list-style-type: none"> • Demonstrates effective communication skills with peers and emerges as a leader • Can help resolve peer conflicts • Embraces diversity in others | <u>The Student:</u> <ul style="list-style-type: none"> • Effectively leads a group of students. • Can help resolve most conflicts. • Seeks out different points of view. • Embraces diversity in others. |
| Meeting | 3 | The student usually demonstrates respect for peers and does not participate in conflicts. | <u>The Student:</u> <ul style="list-style-type: none"> • Usually demonstrates effective communication skills with peers • Usually demonstrates respect for peers and does not participate in conflicts • Usually demonstrates appreciation of diversity in others | <u>The Student:</u> <ul style="list-style-type: none"> • Effectively communicates with other students. • Does not participate in conflicts. • Accepts different points of view. • Accepts diversity in others. |
| Developing | 2 | The student inconsistently demonstrates respect for peers and does not escalate conflicts. | <u>The Student:</u> <ul style="list-style-type: none"> • Occasionally demonstrates effective communication skills with peers • Inconsistently demonstrates respect for peers and does not escalate conflicts • Recognizes diversity in others | <u>The Student:</u> <ul style="list-style-type: none"> • Occasionally communicates effectively with other students. • Does not escalate conflicts. • Occasionally accepts different points of view. • Occasionally accepts diversity in others. |
| Beginning or Insufficient Progress | 1 | The student rarely demonstrates respect for peers and escalates conflicts. | <u>The Student:</u> <ul style="list-style-type: none"> • Rarely demonstrates effective communication skills with peers • Rarely demonstrates respect for peers and escalates conflicts • Does not accept diversity in others | <u>The Student:</u> <ul style="list-style-type: none"> • Does not communicate effectively with other students. • Escalates conflicts. • Does not accept different points of view. • Does not accept diversity in others. |
| No Evidence | 0 | The student initiates conflict with peers. | <u>Even with help, the student:</u> <ul style="list-style-type: none"> • Does not communicate effectively • Initiates conflict with peers • Does not accept diversity in others | <u>The Student:</u> <ul style="list-style-type: none"> • Initiates conflict. <u>Even with help, the student:</u> <ul style="list-style-type: none"> • Does not communicate effectively. • Does not accept different points of view. • Does not accept diversity. |

All bullet points are indicators for the performance level. Not all indicators must be met to score a student at that particular performance level in each category.