

Grading Practice 1: A consistent 4-point grading scale is used.

- 1.1 Feedback**
- 1.2 Collaborative Scoring**
- 1.3 Differentiation**
- 1.4 Rigorous Task Design**

1.1 Feedback

Applying (3)	Innovating (4)
<i>Formative feedback communicates where a student is in relation to the standard and what he/she needs to do to reach the standard, while there's still time. Students are using feedback to improve learning.</i>	<i>In addition to level 3, students are taking ownership of learning to set their own goals based on formative assessment and teacher feedback.</i>
Beginning (1)	Developing (2)
<i>Teacher communicates scores using the 4 point scale. There is no feedback beyond a score.</i>	<i>Feedback addresses standard and contains identification of errors and/or strengths but does not include how to improve.</i>
Possible Evidence:	

1.2 Collaborative Scoring

Applying (3)	Innovating (4)
<i>Teachers work together to score student work against standards. Teachers can define attributes of student performance for each level (1-4) and provide agreed upon examples in order to establish calibration and interrater reliability.</i>	<i>In addition to level 3, collaborative scoring is part of the routine process for determining student progress, either at the building or district level.</i>
Beginning (1)	Developing (2)
<i>Teachers work together to develop common tasks and measure students against common standards.</i>	<i>Teachers compare student scores based on common tasks and discuss examples of student work at each level. Common proficiency expectations have not been established. Calibration of scores is not yet present.</i>
Possible Evidence:	

1.3 Differentiation

Applying (3)	Innovating (4)
<i>Students demonstrate proficiency at various times and in a variety of ways. Teacher provides targeted interventions for all performance levels (e.g., flexible grouping).</i>	<i>In addition to Level 3, teachers can document and share interventions for all performance levels, as well as the impact of interventions on students.</i>
Beginning (1)	Developing (2)
<i>Students can demonstrate proficiency in a variety of ways.</i>	<i>Students can reach mastery at various times and in a variety of ways. Teacher provides a "menu" of options for students that are not necessarily aligned with specific student needs.</i>
Possible Evidence:	

1.4 Rigorous Task Design

Applying (3)	Innovating (4)
<i>The teacher works collaboratively to design Level 3 instructional tasks that reflect the rigor of the standard. Level 4 tasks are more cognitively demanding than Level 3, have real-world connections, and have an authentic purpose.</i>	<i>In addition to Level 3, teachers allow students to create aligned tasks to demonstrate their learning at the different proficiency levels.</i>
Beginning (1)	Developing (2)
<i>Instructional tasks align to standards but do not align to levels of proficiency in academic scales.</i>	<i>The teacher works collaboratively to design Levels 3 and 4 tasks that align to curriculum scales.</i>
Possible Evidence:	

Grading Practice 2: Academic achievement is reported separately from behavior.

2.1 Alignment of Student Performance to Academic Scales

2.2 Separating Academic and Non-academic Performance

2.1 Alignment of Student Performance to Academic Scales

Applying (3)	Innovating (4)
<i>Each piece of student evidence is directly aligned to component(s) for both content and level of student performance expected in the scales.</i>	<i>In addition to Level 3, student performance expectations include application and transfer to authentic situations applicable beyond the classroom.</i>
Beginning (1)	Developing (2)
<i>Alignment of student evidence and the corresponding academic standard(s) is loose (e.g., student evidence is in the subject of the standard, but does not meet the defined intention of the standard).</i>	<i>Student evidence is directly aligned to component(s) in the scales inconsistently.</i>
Possible Evidence:	

2.2 Separating Academic and Non-academic Performance

Applying (3)	Innovating (4)
<i>All topic scores and grades are based on student performance on academic standards only. Behaviors are captured on the DMPS Citizenship and Employability Skills Rubric and communicated accordingly.</i>	<i>In addition to Level 3, a system using concrete data points is utilized to assign scores and give feedback based on the skills rubric.</i>
Beginning (1)	Developing (2)
<i>Academic grades are significantly impacted by data based on student behaviors.</i>	<i>Academic grades are somewhat impacted by data based on student behaviors.</i>
Possible Evidence:	

Grading Practice 3: Scores are based on a body of evidence.

- 3.1 Celebrating Growth**
- 3.2 Professional Judgment**
- 3.3 Homework as Practice**

3.1 Celebrating Growth*

<p>Applying (3)</p> <p><i>Teacher informs students of their current status and their knowledge gain relative to the learning goal and connects students with opportunities to demonstrate learning at the next level.</i></p>	<p>Innovating (4)</p> <p><i>In addition to Level 3, teacher creates an environment where students actively seek opportunities to demonstrate their learning at higher levels.</i></p>
<p>Beginning (1)</p> <p><i>Teacher feedback is not connected to the learning goal.</i></p>	<p>Developing (2)</p> <p><i>Teacher informs students of their current status and their knowledge gain relative to the learning goal.</i></p>
<p>Possible Evidence:</p>	

3.2 Professional Judgment

<p>Applying (3)</p> <p><i>Body of evidence is viewed holistically, considering student growth as demonstrated by performance over time. Teacher can positively answer with confidence that topic scores are defensible and credible.</i></p>	<p>Innovating (4)</p> <p><i>In addition to level 3, teacher creates an environment where students participate in determining final topic scores based on evidence.</i></p>
<p>Beginning (1)</p> <p><i>Teacher bases final topic score on evidence that spans all time periods in the learning, may not be aligned, and tends toward compliance and number crunching rather than demonstration of authentic understanding.</i></p>	<p>Developing (2)</p> <p><i>Teacher bases final topic score based solely on <u>most</u> recent evidence of learning rather than more recent evidence.</i></p>
<p>Possible Evidence:</p>	

3.3 Homework as Practice*

<p>Applying (3)</p> <p><i>When appropriate, the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process, and the teacher monitors the extent to which students understand the current learning against the learning goals and targets. It never receives a score or grade, only feedback.</i></p>	<p>Innovating (4)</p> <p><i>In addition to Level 3, teacher differentiates the homework based on unique student needs and situations.</i></p>
<p>Beginning (1)</p> <p><i>Homework is assigned with little to no alignment to standards and/or homework is assigned prematurely with respect to instruction provided. Homework is assigned a score of some kind so it is not purely for practice.</i></p>	<p>Developing (2)</p> <p><i>When appropriate, the teacher assigns homework that is designed to deepen knowledge of information or practice a skill, strategy, or process. It is scored or receives grades sometimes, other times not.</i></p>
<p>Possible Evidence:</p>	

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.

4.1 Tracking Progress

4.2 Communicating Progress

4.1 Tracking Progress*

Applying (3)	Innovating (4)
<i>Teacher facilitates documenting student progress in IC and uses a reflection tool to cause students to gauge their level of performance within a standard/learning target.</i>	<i>In addition to Level 3, the teacher creates new strategies for unique student needs and situations, including students monitoring and understanding their own progress by interacting with feedback the teacher provides.</i>
Beginning (1)	Developing (2)
<i>Teacher facilitates documenting of student progress by standard/learning target.</i>	<i>Teacher facilitates documenting of student progress by standard/learning target and uses Infinite Campus to communicate with students and parents.</i>
Possible Evidence:	

4.2 Communicating Progress

Applying (3)	Innovating (4)
<i>Teacher organizes and reports to all stakeholders, in at least a couple of ways, evidence of student learning using pre-established learning topics and learning targets. As well, Infinite Campus is updated in a timely manner (and according to building expectations).</i>	<i>In addition to Level 3, the teacher communicates with stakeholders in a variety of ways and on a more frequent basis. The teacher communicates through a variety of tools, including features in IC to increase understanding of student progress, calls or e-mails home, or other means of clear communication.</i>
Beginning (1)	Developing (2)
<i>Teacher uses Infinite Campus incorrectly or incompletely. There are few to no attempts to communicate with parents/guardians by e-mail, phone, etc.</i>	<i>Evidence IS entered into Infinite Campus but not in a timely manner, resulting in poor communication between school and home.</i>
Possible Evidence:	

Grading Practice 5: Students have multiple opportunities to demonstrate proficiency.

- 5.1 Multiple and Varied Ways to Demonstrate Proficiency**
- 5.2 Redos/Retakes and Flexible Timelines**

5.1 Multiple Opportunities to Demonstrate Proficiency

Applying (3)	Innovating (4)
<i>Students have multiple opportunities to demonstrate proficiency through a variety of tasks or assessments, currently and in upcoming lessons. Students submit pieces of evidence per topic. Teachers use pieces of evidence to make an informed decision regarding a student's level of proficiency and a topic scale score. Teachers follow the full information of the Instructional 2-Cycle graphic in the SRG Handbook.</i>	<i>In addition to Level 3, students demonstrate proficiency through a variety of student-designed tasks. Students have voice and choice in the task. Students are advocating for themselves—finding real-world connections and applications.</i>
Beginning (1)	Developing (2)
<i>Students submit evidence for each topic. A variety of opportunities is not offered.</i>	<i>Students submit evidence for each topic. Multiple opportunities to demonstrate proficiency are offered inconsistently.</i>
Possible Evidence:	

5.2 Redos/Retakes and Flexible Timelines

Applying (3)	Innovating (4)
<i>Using teacher feedback to improve learning, and following the Instructional 2-Cycle graphic, students resubmit evidence/enter into Cycle 2 to demonstrate new learning and proficiency, respecting the established deadline set by classroom teachers.</i>	<i>In addition to Level 3, teachers establish a classroom culture of students consistently initiating and reaching to meet proficiency or beyond in topic scales.</i>
Beginning (1)	Developing (2)
<i>A limited number of opportunities are provided for students to demonstrate proficiency. Teachers still demonstrate preference for redos and retakes instead of well-designed multiple opportunities of learning for students both current and into future lessons. Teachers do not consistently establish deadlines.</i>	<i>There are still redos and retakes along with planned multiple opportunities. Students inconsistently follow the planned steps found within the Instructional 2-Cycle graphic. Students resubmit evidence to demonstrate new learning and proficiency but consistently push the established deadline for posting grades.</i>
Possible Evidence:	

Grading Practice 6: Accommodations and modifications are provided for exceptional learners.

<p style="text-align: center;">Applying (3)</p> <p><i>Students are given adaptations in the form of accommodations and/or modifications for tasks, assignments, and assessments. Students are given these correctly by teachers (modifications to standards only by team consensus for students on alternative assessment; accommodations for any student with no change to the learning standards).</i></p>	<p style="text-align: center;">Innovating (4)</p> <p><i>In addition to Level 3, teachers have created a classroom culture of all students demonstrating proficiency, using adaptations, through a variety of tasks, assignments, and assessments that set the conditions for a higher cognitive demand.</i></p>
<p style="text-align: center;">Beginning (1)</p> <p><i>Students are given modifications, through their learning team, but other students are not given accommodations for tasks, assignments, or assessments.</i></p>	<p style="text-align: center;">Developing (2)</p> <p><i>Students are given adaptations unevenly as teachers are inconsistent with understanding or application of when to give accommodations or modifications.</i></p>
<p>Possible Evidence:</p>	