



Grading and Reporting Guidelines and Procedures

2019-20 School Year

Updates for the current year will be forthcoming

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2013-14 School Year	2014-15 School Year	2015-16 School Year	2017-18 School Year
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Introduction

Classroom grading and reporting practices typically reflect firmly held beliefs and attitudes of the teaching professionals working in a school system. Most teaching professionals tend to employ grading methods or strategies that were modeled for them during student teaching or early in their career and which fit their instructional style most comfortably. Few professionals have ever had a college level course on the subject, and only recently in the literature has there been thorough discussion and research on the topic of grading and reporting. In this era of increased accountability and intensive focus on results, a challenge that all school systems face is how best to improve grading practices so that the feedback provided to stakeholders accurately portrays what each student knows, understands, and can do as a result of the learning experiences provided in a given grade or course.

Given Hempfield School District's (HSD) emphasis on the use of the Understanding by Design (UbD) model for framing curriculum, assessment, and instruction in a standards-aligned system, the following questions are essential to the topics of grading and reporting:

- What do we expect students to know, understand, and be able to do?
- How will we know whether or not students have learned what was intended?
- What do we do if students already know, understand, and can do what we desire them to learn before the instruction begins?
- What do we do if students have not demonstrated desired learning yet?
- How should we report feedback to stakeholders about what students learned, both with regard to academic standards for achievement and "soft skills" needed for success within and beyond the school setting?

Historical Perspective

Since the district's immersion in the study of best practices related to curriculum/assessment development and differentiated instruction dating back to 2006-2007, topics related to grading and reporting practices have surfaced and become more prevalent as concerns that need attention. During the winter of 2012-13, the district convened a K-12 committee comprised of more than 30 district office personnel, principals, department leaders, and professional staff to:

- Review the district's current grading and reporting policies, guidelines, and procedures.
- Examine the research regarding best practices in grading and reporting.
- Make recommendations to the district for refining our policies and guidelines regarding grading and reporting practices.

The Grading and Reporting (GnR) Committee met throughout the winter and spring of 2013, reviewing district documents related to current practices and reviewing the literature and thinking of the foremost authorities writing about these topics (Brookhart, Guskey, Marzano, O'Connor, Reeves, Stiggins, Wormeli, etc.).

By March 2013, the committee had reached a point where they were prepared to engage in a theme analysis exercise intended to help the group prioritize those topics that needed the most immediate attention at Hempfield. These topics became the focus for the remainder of the work done throughout the school year and included:

- Defining what constitutes a “grade”.
- Developing greater consistency in assessment, grading, and reporting practices.
- Educating stakeholders (staff, students, parents) about changes to be enacted in 2013-14 or beyond.

The committee broke into sub-committees (core principles, common vocabulary, grade composition, work habits) to address these priority areas and establish district guiding principles to which grading and reporting practices will be aligned moving forward. In May, the group reconvened to develop “draft” language for this Grading and Reporting Guidelines and Procedures document. The GnR committee, principals, and department leaders first reviewed this document in July 2013. In August 2013, the document was shared with the entire HSD staff.

Over the past 6 years, committee informed adjustments and enhancements were made to the guidelines document (outlined in Appendix B) and shared with staff each August.

Core Beliefs

As we move forward, HSD grading and reporting practices will be designed to align with the following core beliefs:

- No single grade or symbolic representation constitutes feedback that can accurately reflect student achievement, progress, and soft skills development (communication, task completion, teamwork and collaboration, critical thinking, problem solving, networking, professionalism, etc.). Therefore, multiple methods for providing feedback are necessary.
- Academic grades need to accurately reflect student achievement/mastery of standards and concepts as outlined in course or grade level Know Understand Do (KUD) documents.
- Feedback shared needs to accurately reflect student progress or growth with respect to academic achievement and soft skills development.
- Feedback related to academic achievement and growth (formal and informal, qualitative and quantitative) needs to inform instructional decision-making and classroom practices including the intentional use of best practices, accommodations, and/or modifications as required.

Summary

The guidelines and procedures outlined in this document were crafted to align the rich traditions at HSD with the current research and literature regarding best practice for grading and reporting. The guidelines were developed to be consistent, fair, and definitive while providing flexibility in all grade levels and courses. The common language and expectations reflected in this document will provide the baseline for consistent grading and reporting practices. These guidelines are shared with stakeholders and community members to promote understanding of how grades are determined and feedback is provided to students. They represent changes that were initiated at the start of the 2013-14 school year and continued through the end 2018-19 school year. **See Appendix B.**

Common Vocabulary

The following terms are bundled to promote greater understanding of the connections between them.

Term	Definition
Feedback	<p>Transmission of information between and/or among educators, students, parents/guardians. Beginning in the 2013-14 School Year, the student report card will provide three types of feedback:</p> <ol style="list-style-type: none"> 1. Academic Achievement Grade 2. Social/Work Habits Mark 3. Teacher Comments (coded or free form)
Academic Achievement Grade	<p>Feedback (currently a letter grade that can include a plus or minus) that provides a measure of academic achievement and/or skill development over a given period of time in relation to a specific set of learning goals.</p> <ul style="list-style-type: none"> <input type="checkbox"/> For Grades 7-12, 70% of the academic grade is determined using summative assessment data and 30%* using formal formative assessment data. <input type="checkbox"/> For Grades 3-6 the split is 60% summative; 40%* formal formative. <input type="checkbox"/> For Kindergarten through Grade 2, feedback is more subjective and will not be defined by a percentage split. <p><i>*Note: No more than 15% of the entire grade will reflect graded homework.</i></p>
Social/Work Habits Mark	<p>Feedback that provides information on observable student behaviors and practices. At the secondary level, a check in the following three areas indicates the student has met the noted expectations, while a minus indicates a need for improvement:</p> <ol style="list-style-type: none"> 1. <u>Academic Responsibility</u> -- Student completes coursework on time and is prepared for class daily. 2. <u>Participation and Engagement</u> -- Student actively participates in class and engages in the learning activities daily. 3. <u>Attitude and Conduct</u> -- Student demonstrates a positive attitude about learning and conducts him or herself in an appropriate manner daily. <p>At the elementary level, feedback related to other criteria is provided on the report card in addition to the three areas noted above.</p>
Teacher Comment(s)	<p>Qualifying feedback (coded and/or free form) provided by teachers about a student's academic achievement grade and/or their social/work habits.</p>
Assessment	<p>A process or tool used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for</p>

	<p>all students at their instructional levels.</p> <p>There are four categories of PA Assessments: <i>Summative, Formative, Benchmark and Diagnostic.</i></p> <p><i>Summative and formal formative assessment data is used to calculate the academic grade.</i></p>
Summative Assessment	<p>Seeks to evaluate or make an overall judgment of progress made at the end of a defined period of instruction (natural breakpoints within units or at the end of a unit). Summative assessments are designed to produce clear data regarding student accomplishments at key points in his or her academic career.</p> <p>Assessment <i>of</i> Learning</p> <p>Examples of summative assessment tools include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Major assessments that happen at natural breakpoints within a large unit of study <input type="checkbox"/> End-of-unit exams <input type="checkbox"/> Midterm exams <input type="checkbox"/> Final projects (paper, artwork, writing sample, etc.) <input type="checkbox"/> Final performances or demonstrations <input type="checkbox"/> Laboratory reports <input type="checkbox"/> Individual products or portfolios <input type="checkbox"/> Any additional assessments of content knowledge or skill development that will not be assessed in the same way/context at another time within the unit of study.
Informal Formative Assessment (not graded)	<p>A <i>process or interaction</i> used by teachers and students during instruction to provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.</p> <p>Assessment <i>for</i> Learning</p> <p>A process, not a product ... examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of student response systems <input type="checkbox"/> "Ticket-Out-the-Door" <input type="checkbox"/> Use of student white boards <input type="checkbox"/> Homework assessed for completion, not accuracy <input type="checkbox"/> Class participation <p><i>Does not result in a recorded grade.</i></p>
Formal Formative Assessment (graded)	<p><i>Formative assessment that does result in a recorded grade.</i></p> <p>Thirty percent (30%) of an academic achievement grade in grades 7 - 12 or 40% in Grades 3 - 6 will include this type of assessment.</p> <p>Examples of formal formative assessment include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Homework graded for accuracy will count for no more than 15% of the entire grade.</i>

	<ul style="list-style-type: none"> <input type="checkbox"/> Classwork graded for accuracy (not just completion) <input type="checkbox"/> Lab work graded for accuracy (not just completion) <input type="checkbox"/> Quizzes where application of content/skill will be assessed later in a summative assessment <input type="checkbox"/> Mini-performances <input type="checkbox"/> Practice for assessment of skill development
Benchmark Assessment	Valid and reliable, prefabricated, district-purchased assessments used to provide feedback to both the teacher and the student about how the student is progressing toward demonstrating proficiency on grade level standards. “Locally” created benchmarks can be useful; psychometrics usually absent.
Diagnostic Assessment	<p>Assessments used to determine (usually prior to instruction) each student’s strengths, weaknesses, knowledge, and skills. Data from these assessments permit the instructor to adjust the curriculum to meet pupils’ unique needs.</p> <p>Examples of formal formative assessment include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> CDTs <input type="checkbox"/> GRADE <input type="checkbox"/> DRAs <input type="checkbox"/> Running Records
Assessment Item	A question or prompt within a summative or formative assessment (e.g. multiple-choice item, constructed response item, performance-based prompt).
Common Assessment	An item or set of items that assess the same rigor of content knowledge and/or skill development for all students in a given grade or course.
Authentic Assessment	Students are asked to perform real-world tasks related to a given content area that demonstrate meaningful application of essential knowledge and skills. <i>Performance or project-based assessments are most effective when designed to require real-world applications.</i>
Rubric	An explicit set of criteria used to evaluate a particular type of work or performance.
Best Practice	<p>The phrase "best practice" is used to describe "what works" <i>in a particular situation or environment</i>. When data supports the success of a practice, it is referred to as a research-based practice or scientifically based practice. A best practice reflects the integration of professional wisdom with the best available empirical evidence when making decisions about how to best lead students in their learning.</p> <p>Examples (dependent upon a particular situation or environment):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiation

	<ul style="list-style-type: none"> <input type="checkbox"/> Learning experiences chunked into smaller segments <input type="checkbox"/> Vocabulary presented/learned in context <input type="checkbox"/> Use of word banks for fill in the blank questions <input type="checkbox"/> Use of visual and auditory aids for learning <input type="checkbox"/> Multiple representations for instructions (e.g. written, oral, students highlighting or underlining key words in instructions)
Accommodation	<p>Adaptations or adjustments that <i>do not fundamentally change the learning expectations inherent in the grade level standard</i>; student is held responsible for the same standards as every other student in the class, but the method of demonstrating mastery of the standard may be adjusted; may or may not be reflected in an IEP.</p> <p>Examples:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Audio tape of lesson/lecture when student struggles to take notes <input type="checkbox"/> Extended time, alteration of task, environment, time, instruction, equipment, or assessment tool while still targeting the same standards of achievement
Modification	<p>Adaptations that <i>fundamentally change the learning expectations inherent in the grade level standard</i>; reflects <i>instructional level work</i> rather than grade level work; written into an IEP</p> <p>Example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Grade 4 student with a significant cognitive delay is included for science and while the student may not be ready for the ecosystem, the IEP would write standards-based goals from a fundamentally related standard in sorting and classifying. <input type="checkbox"/> A freshman ELL must master Grade 7 vocabulary.
PA Academic Standard of Achievement	A statement that articulates what students must know and be able to do by the end of a given grade or course.
PSSA or Keystone Assessment Anchor / Eligible Content	Language used for test construction that identifies the assessment limits related to content or process skills for a given grade level or course.

The Report Card

Beginning with the 2013-14 School Year, the student report card provides feedback on student achievement, behaviors, and practices using a three-prong approach:

1. Academic Grade
2. Effort and Work Habits Mark
3. Teacher Comments (coded and/or free form)

The Academic Grade

The academic grade is reflected using a letter designation (currently A - F with pluses and minuses in grades 3 – 12 except for art, music, physical education at the elementary level, which is graded with an O, S, N scale) and provides feedback about standards-aligned academic achievement only. Standards-aligned “Year-at-a-Glance” (YAG) documents for all students in all content areas and in all grades and courses are posted on our public curriculum webpage, <http://curriculum.hempfieldsd.org>, where links to the academic standards and appropriate assessment anchors and eligible content are provided. Academic grades must be consistent, accurate, meaningful, and supportive of learning across grades and content areas.

The following percentages for assessment data categories will be used in calculating the academic grade in grades 3-12:

Grade Span	Summative Assessment Data	Formal Formative Assessment Data	
		Formal Formative Assessment Data	Formal Formative Homework
K – Grade 2	N/A		
Grades 3 - 6	60%	*Max of 40% total	Max of 20% of the entire grade
Grades 7 -12	70%	*Max of 30% total	Max of 15% of the entire grade

****Note: Actual total % is dependent upon the % represented by graded homework. The teacher makes this decision knowing that graded homework should not exceed more than half of the total formative assessment value.***

Social/Work Habits Mark

In recognition of the importance of providing feedback related to the student’s social/work habits, each student will receive a mark for the following:

1. **Academic Responsibility** -- Student completes coursework on time and is prepared for class daily.
2. **Participation and Engagement** -- Student actively participates in class and engages in the learning activities daily.
3. **Attitude and Conduct** -- Student demonstrates a positive attitude about learning and conducts him or herself in an appropriate manner daily.

A check in these three areas indicates the student has met the noted expectations, while a minus indicates a need for improvement. Teachers should maintain anecdotal records to support the marks given to each individual student. At the elementary level, feedback related to other social/work habits is provided in addition to the three areas noted above.

Teacher Comments (coded and/or free form)

The final feedback component will be coded or free form teacher comments. These comments allow teachers to further clarify and expand upon the earned academic grade and/or the social/work habits mark.

Cheating/Plagiarism

Cheating occurs when a student takes another person's thoughts, writing or work and submits this work as his/her own. Examples of cheating include:

- Citing published works (including Internet sites) without acknowledging and giving credit to the author or source (this is plagiarism).
- Copying another student's answers on a test.
- Using written answers prepared before the test without teacher permission.
- Passing answers to other students on a test in progress or that has been taken previously.
- Talking during a test without permission.
- Stealing tests or using tests stolen by another individual.
- Copying another student's homework with or without their consent.
- Making work available for someone else to copy and claim as his or her own.
- Changing answers on work being corrected without permission.

During the 2013-14 school year, the district went to extensive lengths to clarify its approach to addressing issues of cheating and plagiarism. Information regarding scenarios and action the district will take to remedy cheating/plagiarism situations can be found below. Responses to these issues were differentiated between the elementary and secondary levels in an effort to take into consideration the developmental levels of students at these stages in their school career.

Cheating/Plagiarism Scenarios

- “Traditional” cheating – occurs when a student:
 - Looks off his/her neighbor’s paper during a test
 - Creates/conceals a “cheat sheet” to be used during an assessment, etc.
- Possession/Distribution of Stolen Academic Property – occurs when a student:
 - Is found to be in possession of, or to have distributed, a hard copy of an assessment and/or answer key OR
 - Is found to have used an electronic device to capture assessment information (questions and/or answer key) for his/her personal use or to share with other students.
- Plagiarism – occurs when a student:
 - Takes the idea or work of someone else and attempts to pass this work off as his/her own on a performance-based assessment (term paper, project, etc.)

Remedies - Elementary Level (K-6)

- “Traditional” cheating (does not involve theft, distribution, or possession of test materials):
 1. The student will meet with the teacher and discuss the cheating situation and the parents/guardian will be notified.
 2. The student will complete a retest and receive feedback about his/her test performance.
 3. The student will receive administrative consequences based on the elementary building’s Positive Behavior Support Plan.
 4. Repeat offenses will be met with progressive disciplinary action that increases in severity with each repeat offense.

- Possession/Distribution of Stolen Academic Property (hard copy or electronic):
 1. The student and parent will meet with the teacher and principal to discuss the student’s possession and/or distribution of secure test materials.
 2. The student will complete a retest and receive feedback about his/her test performance.
 3. The student will receive administrative consequences based on the elementary building’s Positive Behavior Support Plan.
 4. Repeat offenses will be met with progressive disciplinary action that increases in severity with each repeat offense.

- Plagiarism on a performance-based assessment:
 1. The student will meet with the teacher to discuss the incident prior to redoing the project.
 2. The teacher will notify the parent/guardian regarding the issue; the issue will also be reflected in the comments section of the report card.
 3. The student will receive administrative consequences based on Elementary building Positive Behavior Support Plan.
 4. Repeat offenses will be met with progressive disciplinary action that increases in severity with each repeat offense.

Remedies - Secondary Level (7-12)

- “Traditional” cheating (does not involve theft, distribution, or possession of test materials):
 1. The student will receive an *Incomplete* for the original test.
 2. The student must meet with the teacher and discuss the cheating situation in order to earn the opportunity to take a retest.
 3. The teacher will notify the parent/guardian about the cheating situation and explain the steps that will be followed to rectify the situation.
 4. The student may complete a retest, receive feedback about his/her test performance, and will receive credit for 50% of the points earned on the retest.
 5. The student will only receive a “0” if he/she refuses to take the retest.
 6. The student will receive administrative consequences per the discipline matrix established for traditional cheating offenses – please see the student handbook for details.

7. Repeat offenses will be met with progressive disciplinary action that increases in severity with each repeat offense.
- Theft/distribution/possession of test or answer key materials (hard copy or electronic):
 1. The student will receive an Incomplete for the original test.
 2. The student and parent will meet with the teacher, department leader, and principal to discuss the student's possession and/or distribution of secure test materials.
 3. The student will receive a 1-day suspension for possession of secure test materials. If evidence indicating the student distributed these materials is uncovered, the suspension will be 3 days.
 4. The student may take a retest to obtain feedback regarding his/her mastery of the content assessed, but will receive a mark of "0" on the assessment to be factored into the course grade.
 5. The student will pay restitution not to exceed \$150 toward the cost of creating a new assessment to replace the compromised assessment (this is the approximate cost of four hours of curriculum/assessment-writing time).
 6. Repeat offenses will be met with progressively more severe disciplinary consequences (longer suspension, etc.).

 - Plagiarism on a performance-based assessment:
 1. A student who turns in work (such as a research paper, essay, PowerPoint Presentation, etc.) that is plagiarized (that they intentionally represent as their own) will receive an incomplete for the project.
 2. The student must meet with the teacher to discuss the incident to earn an opportunity to redo the project.
 3. The teacher will notify the parent/guardian about the cheating situation and explain the steps that will be followed to rectify the situation.
 4. The student will receive 50% of the points on the resubmitted work (redo) that would otherwise have been earned on the project had the plagiarism not occurred.
 5. The only way the student will receive a "0" is if they refuse to resubmit work that they have done.

 - Cheating on a Re-test without cheating on the primary (Version 1) assessment
 1. The teacher will notify the parent/guardian about the cheating situation and explain that the retest score will not count. The student will receive a score of 50% of the primary (V1) assessment to be factored into the course grade.
 2. Offenses are subject to progressive disciplinary action that increases in severity with each repeat offense.

 - Cheating on a Re-test after cheating on the primary (Version 1) assessment
 1. The teacher will notify the parent/guardian about the cheating situation and explain that the retest score will not count and the student will receive a "0" to be factored into the course grade.
 2. Offenses are subject to progressive disciplinary action that increases in severity with each repeat offense.

Electronic Device Protocol – Assessment Situations

The Electronic Device Protocol exists to discourage the theft, distribution, or possession of assessment content or any other form of electronic cheating and to provide clarity for all stakeholders regarding how violation of the protocol during testing/assessment situations will be handled by the district.

Elementary Level (K-6)

1. Any misuse of electronic devices leading to cheating or plagiarism will result in the device being taken by the teacher and given to the administrator.
2. The student must meet with the teacher and principal to discuss the cheating situation and parents/guardian will be notified about the issue.
3. The student will receive administrative consequences based on the Elementary building's Positive Behavior Support Plan.

Secondary Level (7-12)

1. The teacher reminds students the day prior to the assessment that they are not to bring cell phone and/or non-district issued electronic devices to class on the day of an assessment – these devices are to be left in their lockers.
2. Prior to beginning the directions on the day of the assessment, the teacher reminds students that they are not to have cell phones or other electronic devices in their possession during the assessment. The teacher indicates that students who have a district issued device and/or a cell phone or other electronic device must place it in a box/container that is to remain in plain view on the teacher's desk or visible surface deemed appropriate by the teacher.
 - Any student that shows up with an electronic device who refuses to turn over the device for the duration of the test will be notified that he/she will not be able to take the assessment.
 - A student who makes this choice will be given an Incomplete, will need to meet with the teacher to discuss why the student made this choice, and will need to take a make-up assessment. The student will receive 50% of the points earned on the test. The student will only receive a "0" if he/she refuses to take the retest.
3. The teacher reminds the students that anyone caught using an electronic device during the assessment will receive an incomplete for the assessment and have to meet with the parent, teacher, department leader, and principal.
 - If it is determined, through a search of the device in the presence of the parent, that no images or assessment content were captured (stolen) by the device, the student will have the opportunity to take a retest, receive feedback, and receive 50% of the points earned on the retest.
 - If it is determined that images or assessment content were captured on the device, the student will have an opportunity to retest and receive feedback on the performance but will receive "0" credit for the assessment. The student will be suspended for either 1 or 3 days, depending on whether the student stole/possessed or distributed the test content to others. The student will be invoiced up to \$150 dollars for the cost of development of a replacement assessment.

4. The teacher monitors the administration of the assessment and reports any violations of this protocol to the department leader and grade level principal immediately. A violation occurs at any point the teacher witnesses a student with an electronic device out during the time the assessment is being administered – move to (#6) below for the next step.
5. The device is confiscated and placed in an envelope that the teacher then seals in the presence of the student. The envelope is turned over to the principal immediately following the class (if not before). The envelope is not opened and the device is not searched until the meeting is convened between the student, parent, principal, department leader, and teacher.
6. If a violation is determined by the administration to have occurred, action will be taken in accordance with (#4) above.
 - If during the review of the device it becomes apparent that the device has been remotely “wiped”, the district will consider this to be a violation of this testing policy and the student will be subject to consequences as if they had been in possession of assessment content.
7. This protocol is to be followed and the consequences described will be applied *even if violations occur when the test is returned for students to review*. Students should not have electronic devices during assessment reviews following testing due to the potential for images of assessment content to be captured and distributed even after testing concludes.

(Note: In the event a teacher deems it necessary to use an electronic device during an assessment, the teacher will notify students accordingly.)

Incompletes/Late Work/Make-Up Work

Teachers are expected to emphasize accountability in meeting timelines and expectations. However, when students struggle to meet timelines, it remains important that assignments be completed to demonstrate levels of achievement on learning goals. Therefore, accepting late assignments is important in order to assure that students meet the learning goals measured by those assignments, provided the submission of work is within manageable timeframes established at the school, departmental and/or classroom level (i.e. end of units, end of quarter, end of semester.)

During the 2014-15 school year, the committee refined the language below.

Incompletes/Late Work/Make-Up Work – Elementary Level (K-6)

- The teacher will work with the student to complete all incomplete assignments prior to the end of each trimester and will partner with parents to help facilitate the completion of any incomplete, late or make-up work.
- A student will only receive a “0” to resolve an Incomplete if the student refuses to complete/submit an assignment.

Incompletes/Late Work/Make-Up Work – Secondary Level (7-12)

1. Incompletes Due to Make-Up Work

- Reconciling Incompletes issued because a student was absent from school is done at the discretion of the teacher -- the rule of thumb being the student will receive one additional day for each day of absence to make up the assignment.
- A teacher who is working with a student who has experienced significant health issues or other extenuating circumstances that have interfered with regular school attendance has the flexibility to negotiate whatever deadlines make sense to be in the best interest of the student. In such cases,
 - the teacher should keep the counselor and administration (principal, grade-level principal, and/or assistant principal) apprised regarding potential grading/reporting challenges.
 - the teacher should communicate with students and parents the deadlines by which make-up work must be submitted and the fact that work submitted after the set deadline, unless renegotiated in advance, becomes late work.
- Teachers are only required to provide work in advance of pre-approved absences if requested 72 hours in advance.
- When students/parents request work in advance for pre-approved absences and teachers provide this work, teachers should make clear that the work must be submitted on the day the student returns or else the work will be considered late. It is due when the student returns (at least attempted work); otherwise, it will be considered late. If the student wishes to avoid any such late penalty, the student should wait and request the make-up work upon his/her return.
- Work provided to students entering suspension (ISS or OSS) is to be completed and submitted upon their return to class, otherwise the work is considered late.
- Once the deadline for turning in work missed is established by the teacher and exceeded by the student, apply the Late Work protocol below.

2. Incompletes due to Late Work

- Once late work is turned in, the minimum grade a student will receive for the work is 50% of the points that would otherwise have been earned on the assignment, had the work been completed on time.
- Teachers within a grade level/course may agree to reduce points per day (late penalty) down to the threshold of earning 50% of the points that otherwise have been earned if the work was submitted on time.
 - Example: 8th grade English teachers may agree to decrease the points earned total by 10% per day late ... if a student turns the work in one day late, he/she would receive 90% of the points that would have otherwise have been earned if turned in on time.

3. Zeros

- A student will only receive a “0” to resolve an Incomplete if the student refuses to complete/submit an assignment. For late or make-up work submitted, follow the protocols in (#1) and (#2) above.

Common, End-of-Unit Summative Assessments

Beginning 2015-16 SY, a minimum of two forms of each common, end-of-unit, summative assessment was developed/selected and made ready for use for every unit within every grade/course/content area. **The purpose of a common end-of-unit summative assessment is to evaluate on-grade level student learning following student engagement in a series of teacher planned and facilitated lessons that are differentiated based on student needs. Summative assessments are designed to produce clear data regarding on-grade level student achievement.**

These assessments were created under the supervision of teachers and content area department leaders for the purpose of strengthening our local curriculum based summative assessment system as required by Chapter 4 of the PA School Code. The Spring 2010 Board Approved Curriculum Audit and Revision Cycle was updated for the 2016 – 2022 rotation. This updated process provides for a “QUAD” leadership structure moving forward. A committee, consisting of the 1) department leader, 2) principals, 3) district leaders, and 4) teachers will continue to vet each common assessment and refine as deemed necessary.

The classroom teacher should collaborate with the student’s special education case manager or teacher to modify any common, end-of-unit, summative assessment as called for in the IEP. What is written into an IEP document and agreed upon during the IEP meeting supersedes any local guidelines, as the IEP is a legally binding document and must be followed.

Retests/Redos

A student’s grade should accurately reflect what he or she knows, understands and is able to do. One of a teacher’s responsibilities is to accurately assess and summarize a student’s learning and provide feedback on that assessment in the form of an academic grade. Because all students do not learn at the same rate, affording them the opportunity to retake common, end-of-unit, summative assessments provides an alternate learning path for students to demonstrate proficiency with concepts that they failed to learn prior to the summative assessment. In addition, there are multiple reasons why a student may simply fail to show his/her accurate proficiency level on a given day at a given time.

We have not had nor will we have language that says retests/redos are not permitted for formal (graded) formative assessments. This practice is at the discretion of individual teachers as they lead students in their learning so that they are best prepared for summative assessments.

Retests/Redos for Elementary School Students

Students in Grades 3-6 who earn less than an 85% score on a common, end-of-unit, summative assessment may request and take a retest, after they have conferenced with the subject area teacher to determine what additional learning experiences may be necessary between the original assessment and the retest.

Elementary School Students (Grades 3-6)

- Students must request and complete the retest within 10 school days upon return of the initial assessment. When an assessment is given within 9 days of the end of a trimester,

students who qualify and elect to take a retest may receive an Incomplete (I) on their report card until the retest process is completed.

- Exception: during Trimester 3, all retests and scoring must be completed by the final grade entry due date
- The score earned on the retest (not to exceed 85%), will be the score entered into the gradebook – this is intended to help students understand that the retest experience is an opportunity to demonstrate continued learning beyond the original test experience and is not to be taken lightly or for granted.
- Students who demonstrate academic dishonesty on the original assessment and qualify for a retest will be permitted to take a retest, however, scoring/feedback is governed by the cheating and plagiarism guidelines.
- **A note about Grades K-2**: The retest-redo guidelines do not apply to Grades K-2 due to the current structure of the HSD report card for these grade levels, which does not involve the assignment of traditional letter grades based on percentage averages. By the very nature of the way teachers work with students in these earliest grade levels, the need for formal access to retests/redos is minimal.

Retests/Redos for Secondary Students (Grades 7-12)

Students in Grades 7-12 who earn less than an 85% score on a common, end-of-unit, summative assessment may request and take a retest, given the baseline criteria as well as any content area special criteria have been met.

Middle School Students (Grades 7-8)

- Students will have the opportunity to retest on any common, end-of-unit assessment in any course when they score below an 85%, provided they meet the other conditions below, with the following exceptions:
 - *Final Exams*
 - *Assessments administered in the final 5 days of the course*
 - *Summer School Courses*
- Students understand that although they will receive feedback from the teacher regarding performance on retests, the maximum score that can be earned is an 85%.
 - *An 85% target provides students the opportunity to demonstrate a higher level of mastery than was evident on the initial assessment.*
 - *The 85% target score is also intended to prevent students who receive grades above 85% and who have already demonstrated a high level of achievement on the original test from becoming overly focused on points earned/grades rather than on the learning demonstrated through the assessment process.*
- **Beginning the second semester of the 2017-18 SY, department specific requirements/special criteria to qualify for a retest were refined to ensure that the criteria are only connected to student action(s) following the version 1 assessment score of less than 85%.**
- Students understand that they must request and complete the retest within one 6-day cycle of the return of the initial assessment; extenuating circumstances that may arise will be handled on a case-by-case basis.

- Students understand that the retest experience may take an alternate form compared to the initial assessment, yet will:
 - *Assess the same content (KUDs) covered by the original assessment*
 - *Assess the content at a level of difficulty comparable to the original assessment*
- Students understand that they must complete whatever remedial experiences the teacher identifies that are intended to help students master to a greater degree the content tested on the initial assessment; these tasks must be completed prior to administration of the retest.
- Students understand that the score earned on the retest is the score that is entered into the grade book – students seeking a retest do so with the understanding that the opportunity to retest is not a trivial matter to be taken lightly.
- Students who demonstrate academic dishonesty on the original assessment and qualify for a retest will be permitted to retest; however, feedback provided and retest scoring will be governed by the cheating and plagiarism guidelines set forth in the Grading and Reporting Guidelines document.

HHS Students (Grades 9-12)

- The class level in which the student is enrolled will determine the number of retest opportunities students will receive per marking period:
 - *Honors courses – 1 retest may be requested in an honors course per marking period.*
 - *All other courses – up to 2 retests may be requested per marking period in all other HHS courses other than those listed in bullet #3.*
 - *Retests **will not** be offered for the following:*
 - *HACC College in the High School courses – because the courses not only count for high school credit but also HACC credit, and because HACC does not permit retests, the district will not provide retests in these courses*
 - *AP courses– Because these are essentially college courses that can be credited to students as such by universities, the district will not provide retests in these courses*
 - *Final Exams*
 - *Assessments administered in the final 5 days of the course*
 - *Summer School Courses.*
 - *Open Campus PA Courses*
- Students understand that although they will receive feedback from the teacher regarding performance on retests, the maximum score that can be earned is an 85%.
 - *An 85% target provides students the opportunity to demonstrate a higher level of mastery than was evident on the initial assessment.*
 - *The 85% target score is also intended to prevent students who receive grades above 85% and who have already demonstrated a high level of achievement on the original test from becoming overly focused on points earned/grades rather than on the learning demonstrated through the assessment process.*
- **Beginning the second semester of the 2017-18 SY, department specific requirements/special criteria to qualify for a retest were refined to ensure the criteria is only connected to student action(s) following the version 1 assessment score of less than 85%.**

- Students understand they must request the retest within 5 class days of the return of the initial assessment; each teacher will work with students to determine the deadline by which retests must be completed.
- Students understand that the retest experience may take an alternate form compared to the initial assessment, yet will:
 - *Assess the same content (KUDs) covered by the original assessment*
 - *Assess the content at a level of difficulty comparable to the original assessment*
- Students understand that they must complete whatever remedial experiences the teacher identifies that are intended to help students master to a greater degree the content tested on the initial assessment; these tasks must be completed prior to administration of the retest.
- Students understand that the score earned on the retest is the score that is entered into the grade book – students seeking a retest do so with the understanding that the opportunity to retest is not a trivial matter to be taken lightly.
- Students who demonstrate academic dishonesty on the original assessment and qualify for a retest will be permitted to retest; however, feedback provided and retest scoring will be governed by the cheating and plagiarism guidelines set forth in the Grading and Reporting Guidelines document.

Extra Credit

The expectation at HSD is that students will work to demonstrate proficiency on the targeted academic standards of achievement. Students who find themselves with grades lower than they desire should be encouraged to connect with their teacher, seek opportunities to receive extra help, take advantage of retests/redos as offered, and/or access other available supports (tutoring, etc.).

Any extra credit offered:

- will be directly related to learning objectives established for a lesson or unit.
- will not constitute more than 1% of the final grade for a quarter or the course.

Conclusion

The Grading and Reporting Committee has strived to build a document that supports the identified core beliefs:

- No single grade or symbolic representation constitutes feedback that can accurately reflect student achievement, progress, and soft skills development (communication, task completion, teamwork and collaboration, critical thinking, problem solving, networking, professionalism, etc.). Therefore, multiple methods for providing feedback are necessary.
- Academic grades need to accurately reflect student achievement/mastery of standards and concepts as outlined in course or grade level Know Understand Do (KUD) documents.
- Feedback shared needs to accurately reflect student progress or growth with respect to academic achievement and soft skills development.
- Feedback related to academic achievement and growth (formal and informal, qualitative and quantitative) needs to inform instructional decision-making and classroom practices including the intentional use of best practices, accommodations, and/or modifications as required.

As we progress throughout the 2019-20 school year, a sub-committee will convene to research and discuss enhancements for improving structures, systems and educator capacity for providing feedback to students and families regarding the development and use of college and career ready “soft skills.” (See Appendix B)

For questions or concerns, see your building principal, department leader, director of curriculum or assistant superintendent.

Appendix A: HSD Effective Instruction Practices (Expected of all teachers working with all students in all classrooms)

Domain 2: Classroom Environment ... The teacher:

- Interacts verbally/nonverbally in ways that reflect genuine respect/regard for students as human beings (as reflected in one's language choice, tone of voice, body language, use of physical proximity, etc.)
- Demonstrates knowledge of/interest in students' lives and experiences outside the classroom
- Creates/maintains a classroom environment in which students feel safe and willing to take academic risks (as reflected by the presence of respectful talk, active listening, turn-taking, etc.)
- Provides high expectations and access to the supports needed for all students to achieve success
- Consistently encourages students to persist in sustaining effort needed to achieve course goals/standards
- Consistently demonstrates passion for the value of content, learning, and working with students
- Executes lesson plans in ways that promote on-task work, smooth transitions, and little loss of instructional time
- Establishes classroom routines/procedures in which students engage with little prompting or wasted time.
- Develops students' abilities to work purposefully/cooperatively, both independently and in small groups
- Posts clear standards for student conduct and references them to address misbehavior respectfully/proactively
- Organizes classroom space so that all students can access learning activities/resources safely
- Uses physical resources (furniture, technology) flexibly to differentiate and maximize learning experiences

Domain 3: Instruction ... The teacher:

- Clearly communicates learning goals, task expectations, and directions for action in multiple modalities.
- Frequently checks for student understanding of learning goals, task expectations, and directions for action.
- Models use of clear, precise oral and written language that is free of content and grammatical errors.
- Uses vivid language/inquiry strategies to “prime” students, connecting content to prior knowledge, experiences, & interests.
- Strategically employs the Gradual Release of Responsibility Model (I do, we do, you do together, you do alone).
- Connects vocabulary to be taught with content being learned whenever possible (vocabulary taught in context).
- Encourages students to develop or explore multiple strategies for approaching /solving problems and challenges.
- Asks questions in ways that provide high cognitive challenge and deepen students' understanding of ideas/concepts.
- Provides sufficient time for students to consider and respond to questions during discussion (appropriate “wait time”).
- Creates ample opportunities for students to engage in discussion directly with one another (i.e. “the person doing the talking does the learning”).
- Uses flexible grouping strategies to promote engagement and respond to the divergent needs of students.
- Provides students with access to study guides and other materials to enhance student learning.
- Offers students a choice of skeletal outlines/graphic organizers for use during note-taking or class work.
- Provides content/resources in the students' native language whenever possible.
- Ensures that students have access to content-aligned resources at their instructional level.
- Uses multisensory activities/aids/techniques that promote engagement of all learners in the lesson.
- Use of a variety of formative assessment strategies to promote student understanding and to make instructional decisions.
- Allows students to self-assess their own work and peer review the work of others against established criteria.
- Differentiates learning opportunities and resources, based on student interests and readiness (understandings).
- Adapts instruction during lessons to capitalize on teachable moments and/or to respond to student needs/misconceptions.

Appendix B: Implementation Timeline

2013-14 School Year

In 2013-14, the following changes were implemented:

- Academic grade calculations using the percentage designations outlined in this document:
 - *Grades 7-12*: 70% Summative Assessment Data - 30% Formal Formative Data
 - *Grades 3-6*: 60% Summative Assessment Data - 40% Formal Formative Data
- Feedback on *Work Habits* provided on all report cards grades K-12
- Narrative comments utilized along with coded comments on all report cards grades K – 12
- A new secondary report card was introduced to facilitate reporting using the three-pronged approach described in this document
- Guidelines regarding Cheating/Plagiarism and Extra Credit were enacted

2014-15 School Year

In 2014-15, the following changes will be implemented:

- Implementation of guidelines for Incomplete Work, Late Work, and Make-Up Work
- Implementation of refinements made to guidelines related to Cheating/Plagiarism
- Introduction of an Electronic Device Protocol to be applied in situations involving assessments

2015-16 School Year

In 2015-16, the following changes will be implemented:

- Implementation of the retest/redo guidelines in grades 3-12.

2016-17 School Year

In 2016-17, the following changes will be implemented or emphasized and/or current practices reviewed:

- Consequences for cheating on a retest (p.13)
- Clarification/emphasis on electronic device protocol at the secondary level (p. 14)
- Emphasis on following the IEP language (p.17)
- Emphasis on “extra credit” constituting no more than 1% of the final grade (p. 20)
- Review of all content area/department specific requirements/special criteria that must be met to qualify for a retest (p. 19 & 20)
- Effective Instructional Practices (p. 22)

2017-18 School Year

During the 2017-18 SY, the following changes will be implemented or emphasized and/or current practices reviewed:

- Provide greater clarity around the calculation of the final grade in Sapphire and how an academic grade calculation can be impacted by inaccurate coding of graded homework (p 10 – 11).
 - Teachers need to make that homework assignments are coded correctly and that graded homework doesn't exceed 50% the 40% total for formative assessment at the elementary level or 50% of the 30% total at the secondary.
- Refine department specific requirements/special criteria that must be met to qualify for a retest to ensure criteria is only connected to student action(s) following the version 1 assessment score of less than 85%. (Refine during 1st semester; implement at the beginning of the second semester.) – p19 & 20

2018-19 School Year

In 2018-19, the following changes will be implemented or emphasized and/or current practices reviewed:

- Clarification around the purpose of a common, end-of-unit, summative assessment (p 17)
- Need for any major revisions (p 21)
 - In May 2018, the GnR Committee met to determine if any of the components of the *HSD Grading & Reporting Guidelines* need to be researched again and revised accordingly. The only issue that was raised was the need to better identify and report feedback on student “soft skills” that are not only needed to maximize student learning in a schooling system, but also will support college and career readiness upon graduation.

2019-20 School Year

During the 2019-20 SY a sub-committee will convene to research, determine, and build structures, systems, and educator capacity for providing feedback to students and families regarding the development and use of college & career ready “**soft skills.**”

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