Grading Guidelines for Elementary Schools

Instructional Services 2013–2014
# Table of Contents

Section 1. Initial Instruction .......................................................................................................................... 3

Section 2. Assessment Types and Calculation Method .................................................................................. 3

Section 3. Assessment Guidelines, Grading Practices and Procedures ....................................................... 4

Section 4. Intervention and Remediation ...................................................................................................... 5

Section 5. Guidelines for Grading Exceptional Student Education (ESE) .................................................. 6

Section 6. Guidelines for Grading English Language Learners (ELL) ....................................................... 9

Section 7. The Use of In Progress “I” ............................................................................................................ 11

Section 8. District Grade Scale .................................................................................................................. 12

Addendum A. Comparison of Assessment Categories .................................................................................. 14

Addendum B. Teacher Thinking Tool Sample 1 .......................................................................................... 16

Addendum C. Teacher Thinking Tool Sample 2 .......................................................................................... 17

Addendum D. Using Grade "I" ....................................................................................................................... 18
The goal of Volusia County Schools is to move all students to academic success. This assures high levels of learning for all students. In order for all students to learn, there are four components:

1. Highly effective core instruction
2. Systematic identification of each student’s level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

Section 1. Initial Instruction:

Teachers and students must have clear expectations of the course standards as defined in the Volusia County Schools curriculum maps and Florida course descriptions located at http://www.fl.doe.org/educators/coursedescriptions.asp

- Learning targets are clearly articulated (e.g., posted on board, described in rubrics, listed in syllabus)
- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level
- Assignments and assessments are aligned with standards

Section 2. Assessment Types and Calculation Method:

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student’s achievement (summative assessment).

- It is the purpose and timing of the assignment that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment). (See Addendum A)

**Diagnostic** measures have two purposes.

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas for intervention.

**Formative** measures involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. Formative data:

- provide evidence on recent performance and patterns of learning.
- may be derived from pretests and other diagnostic tools.
- Respond accordingly to student learning needs, perhaps with an adjustment in instruction.
• enable the teacher to determine if students are prepared for the summative.
• enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out intervention.
• align with standards, summative assessments, and reinforce learning.

Summative measures are essential to grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions and may be used to identify students for evaluation of special programs and services.

Weighted Categories in the Gradebook will be set using the following calculation method:
• Diagnostic Assessments set at 0% and not counted in the grade calculation.
• Formative Assessments count 40% of the total grade.
• Summative Assessments count 60% of the total grade.
  o Teacher’s Authority to Override Final Grade: A teacher may override the final grade if a student’s overall performance warrants it.

For detailed information on the nature of diagnostic, formative, and summative assessments with related examples, see Addendum A.

Section 3. Assessment Guidelines, Grading Practices and Procedures:

Grades on both individual assessments and report cards should reflect students’ achievement of standards on intended learning outcomes.
• A minimum proficiency level criterion for assessments is 70% or higher as defined by Florida State Statute (ss. 1003.437).
• A student’s grade should consist of multiple measures (many different types of assessments – not just pencil and paper assessments).
• Multiple formative assessments in a 9 week period are recommended.
• No single summative assessment may be worth more than 20% of a student’s grade (a minimum of three summative assessments per grading period). Summative assessments can take many forms and do not have to be paper/pencil tests. (see Addendum A)
  o An exception may be made for Special Area teachers who see students less frequently. In these cases, one formative prior to midterm and one summative at the end of the quarter are the minimum requirements per grading period.
  o A major project may be broken into multiple components as long as they are assessed independently of one another and able to be remediated individually as needed.
• When a student’s score on a retake is less than the original score, the higher score should be used.
• Students and parents need timely and accurate feedback in order to effectively monitor learning progress.
  o Best practice: The Gradebook should be updated weekly (except in the case of extensive assignments or unusual circumstances).
  o Grades of “0” (zero) or “M” (Missing) should not be entered in advance of assigning work to students. “0” (zero) is used when the score on the assignment
is a “0” (zero). “M” is used to indicate a missing assignment. Both will calculate as a “0” (zero) in the Gradebook.

- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

For additional information on assessment protocols refer to the Standard Classroom Assessment Procedures K-5 located on the Volusia County Schools website.

**Homework Policy 309**

Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook.

When developing the school based policy consider these best practices:

- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.
- **Homework is not included in a student’s academic grade.**
- The purpose of homework is to develop intellectual discipline, establish good study habits, balance classroom workload, supplement and reinforce material covered in class, and serve as a link between home and school.
- Please keep the following in mind as you develop your school based homework policy:
  - Assign the right amount of homework time. A good rule of thumb is to multiply the grade x 10 to approximate the right amount of minutes per night for students. (ex. 20 minutes for 2nd grade)
  - Assign the right level of homework. Homework assignments should be at the instructional level that matches students’ skills.

**Section 4. Intervention and Remediation**

The focus of instruction should be getting students to achieve their full learning potential. When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards. **Proficiency is defined by the state of Florida and in the Student Progression Plan as 70% or higher.**

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

PAIR Process:

1. Problem Identification (What is the Problem?)
• Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.

2. Analyze the Problem (Why is it occurring?)
• These factors are often referred to by the acronym ICEL:
  Instruction: (how content is presented including types of materials, grouping, etc.)
  Curriculum: (content that is taught including scope and sequence)
  Environment: (where the student sits, physical arrangement of the room, lighting, noise, etc.)
  Learner: (the actual student)
• Thinking through the ICEL process will assist educators to determine likely causes of the problem and to choose the appropriate intervention method.
  o For example in thinking through the Instruction component of the ICEL process, teachers should give formative assessments to determine when students are reasonably expected to meet proficient levels on a summative assessment. If a majority of the students in a classroom do not reach proficient levels, the problem could have been the method or pacing of instruction; therefore, an appropriate intervention might be to reteach and reassess during regular class time.

3. Intervention Design and Implementation (What do we do about it?)
• Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
• Teacher and student determine a plan for remediation (see Addendums B and C).
• Intervention may include but is not limited to test corrections, tutoring, or an alternative assignment aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
• The student demonstrates learning prior to alternate means of assessing performance.

4. Response to Intervention (Is the plan working?)
• When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving grade level objectives. For these students, the teacher should reference the district’s progress monitoring plan on interventions. When the progress monitoring plan is unsuccessful in meeting the student’s needs, the student should be referred to the school’s Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student’s response to interventions, and refer for evaluation if deemed appropriate.

Section 5. Guidelines for Grading Exceptional Student Education

State and Federal Law Requirements:
• School districts must regularly inform parents of their child’s academic progress. Florida Statute 1008.25 outlines the requirements for public school progression, remedial
instruction and reporting requirements. The law requires the monitoring of progress for students enrolled in Exceptional Student Education (ESE) programs and these students must receive reports of progress at least as often as general education students. Reporting must also include progress toward IEP goals, not solely IEP progress.

- Students with disabilities may not be discriminated against because of their disability in grading and reporting of progress.
- Schools will not arbitrarily assign lower weights to grades given in ESE courses.
- Students with disabilities participating in the general education curriculum must be consistently provided with all accommodations for instruction and assessment identified on IEP.

Determining Grading System based on Supports:

All Exceptional students should be given grades that reflect the level of work they are capable of completing, consistent with the IEP authorized accommodations and/or modifications (see Grading System below). When determining the grading system to be applied to ESE students, consideration should be given to the following: disabling condition, cognitive level of functioning, documented level of academic skills, scores and instructional testing levels. Based on this information, separate determinations are made by the general education and/or ESE teacher as to what grading system is to be applied in the various academic areas (Reading, Math, Language Arts, etc.)

ESE students taking standardized assessment:

- Able to complete grade level work without assistance: ESE students in general education classrooms are required to complete the same assignments as other students with the same objectives and using the same curriculum materials. The grading system is the same as general education system.
- Working toward grade level standards with accommodations*: ESE students in general education classrooms are to be provided all required accommodations to complete tasks including extended time on work/tests. Grading system is same as general education.
- Below Grade Level Progress–ESE moderate students working in a (Supplanted) Curriculum: Some students in ESE separate class are not identified to take alternate assessment, however are significantly below grade level. In this case, it would be necessary to compare the student’s performance against the modified standards, but requires an intervention plan and frequent progress monitoring to move the student towards grade level standards as quickly as possible. Grading System – Grades are modified to reflect progress toward IEP Goals/Objectives at the instructional level.
- If the grade on the interim/report card is based on instructional level, the statement below must be used in communication to parents:

  - At this time, (Child’s name) is not performing at (current) grade level as measured by (classroom) assessments. Your child is currently performing on (instructional level). An intervention has been developed to address the child’s needs in the following areas ________. Please call if you have further questions or if you would like to set up a conference.
ESE Students with Moderate and Severe Disabilities on Access points:

- Students with disabilities who are unable to achieve grade-level benchmarks due to a significant cognitive disability will be taught alternate achievement standards (Access points) aligned to the Next Generation Sunshine State Standards and Common core standards.
- For students with moderate and severe disabilities who are served in the Multi-VE program, ESE teachers will use the District Reporting and Monitoring Documents to complete the standard report card. For students who participate in the Florida Alternate Assessment, course standards are listed at three different levels of complexity, based on a student’s level of functioning. Instruction and assessment are based on the level of complexity identified for each student, as found on the FLDOE CPALMS website: www.floridastandards.org. With the approval of the school principal, a supplement to the standard report card may be used to report progress in more detail.

*Accommodations*

Students with disabilities may use accommodations during instruction and assessment. Accommodations meet the individual student needs documented on the IEP and ensure equal access to the academic content standards (Bureau of Exceptional Education and Student Services [BEESS], 2006, September). Accommodations are changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). The accommodations make it possible for students to work around their disabilities. An accommodation allows a student to complete the same assignment or test as other students, adjustment in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not alter significantly alter what the test or assignment measures. Accommodations that are appropriate for assessments do not invalidate assessment results. Accommodations are not the same as instructional interventions for academics or behavior. They help students access information and show what they know and are able to do.

Classroom accommodations: Teachers may make changes in the way they teach, the methodology used for a student to respond, or in the classroom environment. Examples of classroom accommodations are provided below:

- **Teaching methods or materials:** important ideas highlighted in text, materials provided in large print, concrete materials used, or word processor used
- **Assignments or tests:** long assignments broken into parts, steps outlined for completing a task, or uncluttered worksheets with clear starting and ending points
- **Learning environments:** small group, adaptive furniture for students with special physical needs, or a study carrel to reduce distractions
- **Time demands and schedules:** additional time to complete classroom assignments and tests or breaks provided during classroom work time and tests
- **Assistive technology:** low tech options, such as pencil grips and visual schedules, and high tech options, such as talking calculators and text-to-speech technology

Testing accommodations: Students with a disability must also be provided accommodations that have been utilized by the student in classroom instruction during state and district assessments. Each student’s individual educational plan (IEP) must include a statement of any
testing accommodations the student needs as determined by the student’s IEP committee. Examples of allowable FCAT accommodations are provided below.

- **Presentation**: test provided in large print, Braille, colored overlays
- **Responding**: responses dictated to a proctor, interpreter, or tape recorder; answers entered directly into test booklet, sign responses to an interpreter
- **Scheduling**: testing at a specific time of day, extended time, frequent breaks
- **Setting**: individual or small group, specially designed classroom, increased opportunity for movement
- **Assistive Devices**: adapted calculators, visual magnification, auditory amplification devices and technology for performance tasks or writing


**District Reporting Documents:**

Teachers of ESE programs should use the District Reporting and Monitoring Documents and should follow guidelines for distribution of Interim/Report cards as established by district reporting calendar.

- When an ESE student is making sufficient progress toward all IEP annual goals, a letter stating sufficient progress **AND** a District report (interim or report card) must be utilized.
- When an ESE student is NOT making sufficient progress toward IEP annual goals, the ESE Progress Report must be sent home, **AND** the District report (interim or report card) must be utilized.

**Section 6. Guidelines for Grading English Language Learners (ELL)**

**META Consent Decree Requirements:**

- ELL students shall have equal access to educational programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.
- Teachers must be able to assure and document that ESOL strategies, accommodations, and/or modifications (if necessary) are being used and students are learning and progressing towards completion of the district’s student progression plan.

**General Grading Guidelines for English Language Learners:**

- Teachers **will not** assign lower weights to grades given in any subject area and/or course due to lack of English language acquisition or assistance from an ESOL teacher or paraprofessional.
- ELL students **must** consistently be provided with all strategies, accommodations, and/or modifications to curriculum, instruction and assessments **in all subject areas** in order to make it comprehensible to the student at his/her level of English language proficiency.
- ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district’s student progression plan. It is important for all English Language Learners to be given grades that reflect the work they
are capable of completing for their English language proficiency level without penalty for strategies and accommodations and/or modifications (if necessary) consistent with the META Consent Decree stipulations.

- ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified (if necessary) to meet their language needs and documentation of such strategies, accommodations, and/or modifications (if necessary) are not available.

**Strategies, Accommodations, and Modifications:**

**Strategies**

- Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language proficiency level of the student and ensure that the student understands the instruction.

**Accommodations**

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses which provide access for an English Language Learner to participate in a course or assessment which does not fundamentally alter or lower the expected outcomes in relation to the state standards, assessments, and/or course expectations.

  Examples:
  - Instruction: Additional time to complete assignment
  - Materials: Reduce non-essential details
  - Assessment: Provide word bank

**Modifications**

- Modifications are changes in course, standard, assessment, location, timing, scheduling, expectations, and/or student response, which provides access for an English Language Learner to participate in a course, standard, or assessment, which does fundamentally alter or lower the standard or expectation of the course, standard, or assessment.

- Modifications should only be used in cases where the student comes with no English language and must start by learning the English language alphabet and is in a grade level where the curriculum is beyond this level.

- The grading that should be used for students using curriculum modifications should reflect the student’s expected level of performance based on modified state standards and the English language proficiency level of the student.

- For students who participate in a modified curriculum, the ELL Committee should determine the grading procedures that reflect the student’s expected level of performance in relation to progress toward pre-established learning targets.

  Examples:
  - Instruction: utilizing specialized curriculum at a lower level such as teaching the English alphabet in grades other than kindergarten
  - Materials: adapting or simplifying texts for lower level of understanding of English language, modifying content areas by simplifying vocabulary
due to the student being a non-English speaker

- Assessments—Changing the test format due to the student being a non-English speaker
- Teachers will apply the accommodations and/or modifications as indicated on the ELL/LEP Plan and grade English Language Learners based on the standards indicated on the ELL Plan.

Grading ELLs in the areas of Reading and Language Arts/English:

- **English Language Learners shall be graded according to the English Language Proficiency Guidelines for Common Core State Standards for their English Language Levels.**
- **District Interim Assessments should not count for a grade for ELL students who are NES/BEG or LES/LIN.**
- Teachers must use instructional strategies, materials, and assessment instruments that will allow ELL students (classified LY on CrossPointe) to be able to access instruction according to their level of English proficiency.
- Instruction from an ESOL teacher is not considered an accommodation. It is considered part of comprehensible instruction as required by section 233.058, Florida Statutes.
- It is highly recommended that work and assessments completed with the ESOL teacher be calculated in the grades for the ELL student.

Grading ELLs in the Content Areas and Electives:

- **ESOL instruction means that teachers should use instructional strategies, accommodations, and/or modifications (if required), materials, and assessment instruments that will allow ELL students (classified LY in CrossPointe) to academically achieve in the content areas and elective subjects according to their level of English proficiency.**
- Assistance from an ESOL paraprofessional is not considered an accommodation to the curriculum. It is considered part of comprehensible instruction as required by section 233.058, Florida Statute.
- It is highly recommended that work and assessments completed with the assistance of the ESOL paraprofessional be calculated in the grades for the ELL student.

**Section 7. The Use of In Progress (I)**

One way teachers may designate progress is with traditional letter grades. A second option allows teachers to use the grade designation of “I”. The “I” is used when the teacher lacks enough evidence to determine proficiency or when the teacher has determined that the student needs additional time to meet proficiency (e.g. extended absence or incomplete work).

- The “I” designates “In progress toward grade level proficiency in skills and concepts”
- The “I” marking may be kept for up to **nine weeks (45 school days)** after the end of the grading period. Principal or principal’s designee approval is **required** for extenuating circumstances beyond this timeframe.
- A student who transfers out of the school **must** have the “I” replaced by a letter grade at the time of withdrawal.
- All “I” grades **must** be reconciled prior to the end of the school year.

For more information about when to use the “I” see Addendum D.
Section 8. District Grade Scale:

A. Kindergarten/First Grade Progress Indicators

<table>
<thead>
<tr>
<th>Report Card Progress Indicator</th>
<th>Letter Code in Pinnacle</th>
<th>Grade Range</th>
<th>Description in Pinnacle and on the Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>CDE</td>
<td>81-100</td>
<td>Consistently demonstrates skills and concepts for current grading period</td>
</tr>
<tr>
<td>✓</td>
<td>DEV</td>
<td>61-80</td>
<td>Developing skills and concepts for current grading period</td>
</tr>
<tr>
<td>Ø</td>
<td>NDE</td>
<td>0-60</td>
<td>Not demonstrating skills and concepts for current grading period (Interventions should be documented)</td>
</tr>
<tr>
<td>NG</td>
<td>NG</td>
<td></td>
<td>Enrolled less than 15 days; curriculum suspended to provide state mandated intensive in reading (section C in SPP)</td>
</tr>
</tbody>
</table>

B. Second Grade for Mathematics, Language Arts, Science, and Social Studies (Special Area will use the Kindergarten/First Grade report card progress indicators)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Outstanding Progress (Mastery)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consistently demonstrates in-depth understanding of concepts, processes, and skills</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often demonstrates an understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average Progress (Proficiency)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates a developing understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates a beginning understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>U</td>
<td>0-59</td>
<td>Non-completion of important components of tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates little or no understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>In progress toward grade level proficiency in skills and concepts</td>
</tr>
</tbody>
</table>
C. Third through Fifth Grade Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Average Progress Often demonstrates an understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average Progress (Proficiency) Demonstrates a developing understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Lowest Acceptable Progress Demonstrates a beginning understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Non-completion of important components of tasks Demonstrates little or no understanding of major concepts, processes, and skills</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>In progress toward grade level proficiency in skills and concepts</td>
</tr>
</tbody>
</table>

Honor Roll criteria for 4th and 5th grade are found in the Student Progression Plan (SPP).

D. Areas of Personal Development in Kindergarten through grade 5, as well as Effort and Conduct in grades 1 through 5 will be based on the following numerical designations:

- Satisfactory: 1
- Needs Improvement: 2
- Unsatisfactory: 3
Addendum A

Comparison of Assessment Categories

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occur during the learning process</td>
<td>Occur after the learning process</td>
</tr>
<tr>
<td>Provide feedback during the learning process to improve learning</td>
<td>Provide the information teachers need to assign a grade</td>
</tr>
<tr>
<td>Use quick questions to check for basic understanding</td>
<td>Do not have to cover an extended period; information could be chunked</td>
</tr>
<tr>
<td>Allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated</td>
<td>Allow students to prove what they have learned</td>
</tr>
<tr>
<td>Help teachers determine when to differentiate instruction to diverse needs</td>
<td>Helps teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information</td>
</tr>
<tr>
<td>Enable teachers to gauge students’ understanding throughout the lesson</td>
<td>Enable teachers to make a judgment about students’ learning</td>
</tr>
</tbody>
</table>

Sample Formative Assessments

- Informal teacher questions
- Conversation with student
- Informal observation
- Rough drafts of written work
- Learning log (in progress)
- Reflective journal (multiple drafts)
- Student Response Strategies: Thumbs-up, whiteboards, fist-to-five, etc.

Sample Summative Assessments

- Formal oral interview
- Conference with student
- Formal observation
- Final copy of written work
- Final learning log entries*
- Final journal entries*

*would include elements of reflection, synthesis, and/or self-assessment
# Assessment Types

<table>
<thead>
<tr>
<th></th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To assess knowledge prior to instruction; to determine instructional needs in targeted areas</td>
<td>To monitor and guide a process/product while it is still in progress; to provide feedback to improve learning</td>
<td>To judge the success of instruction</td>
</tr>
<tr>
<td><strong>Time of Assessment</strong></td>
<td>Prior to initial instruction; after instruction to determine gaps in learning</td>
<td>During the learning process</td>
<td>At the end of the instructional unit or at the end of instruction on a standard</td>
</tr>
<tr>
<td><strong>Types of Assessment Techniques</strong></td>
<td>Informal observations, pre-tests, district accountability (e.g., FSA assessments in science and mathematics)</td>
<td>Quick checks for basic understanding, informal observations, quizzes, SSA assessments, teacher questions</td>
<td>Formal observation, tests, projects, term papers, exhibitions, district interim assessments</td>
</tr>
</tbody>
</table>
Addendum B

Teacher Thinking Tool for Intervention and Remediation
Sample 1

Student Name: _________________________________ Alpha: _________
Teacher: ______________________________________
Course: ______________________________________

✓ On which formative or summative assessments has the student not shown proficiency?

✓ What are the areas of deficiency demonstrated on these assessments?

✓ Why might the student be having trouble in this area?

✓ What is the intervention plan that the student will follow in order to achieve proficiency?

✓ What can I as the teacher do to help the student achieve proficiency?

✓ How will the work be completed?

✓ When will the work be completed?

✓ If an assessment is to be retaken, how will the student demonstrate evidence of learning and readiness before retaking the assessment?

✓ Does the student need to retake each assessment? In whole or part?

To be completed after the intervention plan is followed:

1. Did the student perform at the proficient level after following the intervention plan?

2. If not, is the lack of proficiency due to a struggle with the material or a lack of effort? If it is a struggle with the material, do I want to consider offering the student a second intervention plan? If so, see top of this form.
Addendum C

Teacher Thinking Tool for Intervention and Remediation
Sample 2

Student Name:___________________________________  Alpha:________________

Teacher:_________________________________________ Course:________________

In academic interventions, specific intervention and remediation plans result from teachers engaging in a problem-solving process where learning differences are identified, teaching and learning interventions are planned and implemented, and student progress can be monitored.

1. **Identify the student’s academic difficulties** (What is the problem?)
   - What specifically is the student’s learning problem?
   - Is there a gap between expected and actual performance?
   - What assessment data do I have about this particular learning problem?

2. **Plan the Remediation/Intervention** (Determine the student’s strengths, interests, and talents)
   - What are the student’s weaknesses and needs?
   - In what ways might I differentiate instruction to best meet the needs of this learner?
   - What research-based strategies can I implement to help the student learn?

3. **Implement the Remediation/Intervention Plan** (Review data on the student’s learning progress)
   - Is the intervention/remediation being appropriately implemented?
   - Does student progress indicate that the intervention is effective?
   - Do additional instructional adjustments need to be made to the plan?

4. **Evaluate the Student’s Progress** (What assessment data do I have about this particular learning problem?)
   - What does the collected data tell me about the student’s learning progress?
The following examples demonstrate that the “I” does not automatically designate below grade level achievement. The chart below illustrates the increasing level of concern for the student’s progress and a corresponding increase in the intensity of intervention/monitoring required to ensure proficiency is achieved.

<table>
<thead>
<tr>
<th>Reason for Marking “I” on Interim/Report Card</th>
<th>Intervention Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher lacks enough evidence to determine proficiency (extended absence, incomplete work).</td>
<td>• Teacher and student agree to how and when the work will be completed.</td>
</tr>
<tr>
<td>Student has not shown proficiency in a specific topic or benchmark during the marking period.</td>
<td>• Teacher provides intervention in the specific topic or benchmark and additional opportunities for students to demonstrate proficiency.</td>
</tr>
</tbody>
</table>
| Student is not proficient in multiple areas and requires supplemental intervention. | • Teacher identifies areas of deficiency (Problem Identification)  
• Determine why the problem is occurring (Analysis of Problem)  
• Implement a plan for intervention (Intervention design)  
• Frequently monitor students’ progress Response to Intervention (RtI)  
• Set goals and timeline for improvement  
• Provide additional opportunities and supports for students to demonstrate proficiency. |
| Student has serious gaps on foundational skills. Student needs intensive instruction to accelerate learning in order to reach grade level skills and concepts. | • Teacher with Problem-Solving Team identifies areas of deficiency (Problem Identification)  
• Determine why the problem is occurring (Analysis of Problem)  
• Implement a plan for intervention (Intervention design)  
• Frequently monitor students’ progress Response to Intervention (RtI)  
• Set goals and timeline for improvement  
• Provide additional opportunities and supports as needed to ensure progress. |

No Grade Assigned (NG)  
Student transferred from out of district within the last 15 days or a portion of the curriculum has been suspended.

English Language Learners (ELLs) are graded based on their English Language Proficiency level according to CELLA and appropriate English Language Proficiency Standards (ELPs). They should not be marked with an “I” if they are making adequate progress toward grade level standards based on their appropriate English Language Proficiency Standards.
## Exceptional Student Education: Grading Students with Disabilities

<table>
<thead>
<tr>
<th>Reason for marking “I” on the interim/report card</th>
<th>Intervention plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher lacks enough evidence to determine proficiency (extended absence, incomplete work).</td>
<td>General education teacher and student agree to determine how and when the work will be completed.</td>
</tr>
<tr>
<td>Student has not shown proficiency in a specific topic or benchmark during the marking period. (i.e. Consultation/Support Facilitation students functioning close to grade level)</td>
<td>General education provides intervention in the specific topic or benchmark and additional opportunities for students to demonstrate proficiency.</td>
</tr>
</tbody>
</table>
| Even with accommodations and targeted instruction, student is not proficient in multiple areas and requires supplemental intervention. (i.e. Support Facilitation) | • General education and ESE teacher review data including Curriculum Based Measurement/Ongoing Progress monitoring (CBM/OPM) and identify areas of deficiency  
• General education and ESE teacher refer to IEP to ensure deficiencies, goals, and objectives are accurate  
• General education and ESE teacher adjust instruction/intervention in response to CBM/OPM data and implement accommodations  
• General education and ESE teacher frequently monitor student progress (CBM/OPM) to determine if instruction is working  
• If the student is still struggling, repeat process as needed |
| Student needs intensive instruction through supplanted curriculum but **is not making progress** toward IEP goals, objectives, and/or instructional level curriculum. | ESE teacher reviews data including CBM/OPM and identifies areas of deficiency  
ESE teacher refers to IEP to ensure deficiencies, goals, and objectives are accurate  
ESE teacher adjusts instruction/intervention in response to CBM/OPM data and implements accommodations  
ESE teacher frequently monitors student progress (CBM/OPM) to determine if instruction is working  
Repeat process as needed if the student continues to struggle. |
| **Note:** If a student in supplanted curriculum **is making progress** toward IEP goals, objectives, and instructional level material, an “I” may not be appropriate. The student would be graded on instructional level.  
An alternate comment must be provided for parents – see section Determining Grades Based on Supports in this document (i.e. Separate Class instruction for 1 subject or more) | |
| No grade assigned (NG) | Student is a recent transfer within the last 15 days or a portion of the curriculum has been suspended. |