

# Stanton Community Schools



## Assessment Protocol

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## **Purpose of Assessments**

The purpose of assessments should include, but is not limited to the following components:

### **Purpose of Assessments for Students:**

1. Determine student level of mastery and understanding of concepts being taught.
2. Measure of student performance regarding their growth and progress.
3. Effectively communicate students' performance through feedback.

### **Purpose of Assessments for Teachers:**

1. Determine teacher accountability via effective instruction.
2. Assure students' success through incorporation of high standard components.
3. Comply with district requirements through measurement of mastery and grading.

## **Types of Assessments**

### **Formative Assessments**

Formative assessment is an on-going and reflective process, used by teachers during instruction to gauge individual student learning and provide feedback to support their achievement.

Examples would include but not limited to daily work, participation (see *Effort/Participation* for further explanation), quizzes, labs (learning) and homework.

### **Summative Assessments**

The goal of summative assessments is to evaluate student learning at the end of an instructional unit by comparing it to a standard or benchmark.

Examples would include but not limited to state assessments, district assessments, semester exams, final exams, end-of-unit tests and report cards.

## Standardized Assessments

A standardized test is any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a “standard” or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students - edglossary.org

Examples would include but not limited to Acadience, MAPS, ACT or Compass (PLAN), NSCAS, PSAT, and ASVAB.

## Grading Guidelines

Any exceptions to these guidelines must be presented in writing to the teacher’s building principal. The presentation must clearly indicate which guideline is to be altered and the rationale for altering such guideline. The building principal and teacher must clearly sign off on the written explanation and place a copy of the signed explanation in a file in the building principal’s office. All the proceeding steps must occur prior to the guideline being altered.

In special individual student circumstances, the principal can use administrative discretion to alter a guideline.

## Categories

In grades 1-12, all courses must have at least 2 categories with one of them being named “Assessments”. Only summative assessment results will be recorded in the assessments category. For a typical semester course, each category will have a minimum of 4 entries. The table below specifies the percent the assessment category must be set at for each grade level.

| Category – Assessment Percent by Grade |                 |                                  |                 |                 |                                  |                                   |
|--|-----------------|----------------------------------|-----------------|-----------------|----------------------------------|-----------------------------------|
| Grade Level                            | 1 <sup>st</sup> | 2 <sup>nd</sup> -3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> -8 <sup>th</sup> | 9 <sup>th</sup> -12 <sup>th</sup> |
| Percentage                             | 20%             | 30%                              | 40%             | 50%             | 60%                              | 70%                               |

An exception to this guideline will be science and social studies in grades 1-4 due to low numbers of grades per grading term.

## Effort/Participation

In a core subject (English, Math, Science & Social Studies), an effort or participation grade can NOT be included in the final grade. Effort or participation grades should be placed in their own category with zero percentage going towards the final grade. These grades can assist teachers in discussing with parents or guardians about the behavior of their child in the classroom.

## Points

Teachers of students in grades 1-12 will use a point system with the final score being converted to a percentage. The minimum number of points a student can receive on an individual assignment or assessment is determined by dividing the number of points received by the student into the total number of points. This dividend must be equal to or greater than 0.6. Exceptions to this rule are if a student fails to turn in any work according to the Make-Up Work guidelines, a student breaks the academic integrity policy as defined in the Stanton Student Handbook (i.e. cheating), or the teacher along with their principal agree that the student did not put forth an appropriate amount of effort.

## Number of Grades

All courses must take at least 2 grades per week during a typical 5-day week. If a course is for college credit and is governed by an institution other than the school, then the course will abide by the guidelines of the institution.

## Differential Grading

The teacher must follow the recommendations and any modified grading scale as prescribed by the student's IEP or 504 plans, or the Student Assist Team (SAT).

## Extra Credit

Awarding extra credit must be avoided because it skews the meaning of a student's grade by rewarding them for extra effort as opposed to achieving proficiency. Extra credit rewards students for non-academic factors like bringing in school supplies.

## Canvas 7-12 Organization and Planning Strategies

Consistency is key when using Canvas as the Learning Management System (LMS).

- 1) Plan ahead of time to make sure links are active, modules are published, and due dates are assigned.
- 2) Due dates will be set for each assignment to ensure they sync to Infinite Campus.
- 3) Close Dates will be set to the last day of the grading window.
- 4) Assignments will be submitted using the submission features in the Assignment tab such as test entry boxes and file uploads. Assignments will be submitted in this way even if they are late.
- 5) Always have a backup plan when using Canvas. The LMS is reliable but sometimes our connections are not.
- 6) Teachers will have a “Class Resource Module” that is always in the same place and always published so instructions can be posted.

## Homework

Homework is a school related assignment which requires time and effort outside the regular classroom. Homework shall be meaningful and have purpose aligned to core curriculum and content standards. Homework shall be prescriptive and differentiated to meet the needs of teachers' diverse student populations. Assignments may vary upon subject but need to be designed so students may do one or more of the following:

1. Practice and reinforce fundamental skills to meet course objectives.
2. New and expanded learning opportunities through the use of technology.
3. Aid in processing needed information to demonstrate mastery.
4. Provide an opportunity to increase their learning ability through independent experiences with resources found outside of a classroom setting.
5. Develop regular study habits, responsibility, and self-discipline, which are needed skills to budget their time effectively and work independently.
6. Engage in shared learning experiences with family.
7. Enhance concepts taught in class and may reinforce real world applications.

Communication between students and teachers should be established concerning individual circumstances that may exist within families. Students should be able to complete assignments independently.

## Make-up Work

At least two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work. For student absences over 5 consecutive days and extenuating circumstances, administrator discretion will be allowed. If the student fails to complete the make-up work in the allotted time, then the teachers of students in grades 1-12 shall place an "M" in the gradebook indicating that the assignment is missing plus a comment indicating why it is missing. If a student has an IEP or 504 plan that contains make-up work strategies, then those strategies will take precedence over this guideline.

## Late Work

Late work will be accepted until the closing of the grading window (quarterly) at full credit to represent what the student understands of the course material. It helps provide an accurate picture of their mastery of standards, not their responsibility or maturity level. See *Canvas 7-12 Organization and Planning Strategies* on requirements of assignment submission.

## Summative Assessment Retakes

All students can retake a summative assessment once and are able to take the best score. For elementary students, the retake must occur in a 2-week window which begins the date the assessment is given. For students in grades 7-12, the retake must occur prior to the close of the grading window for the grading term. Reteaching should occur prior to any retake. Students in grades 7-12 must complete retakes prior to school, during 8<sup>th</sup> hour, or after school.

For research papers and long essay tests, teachers shall allow students once to add clarification to their paper or long essay in order to improve the student grade.

When a grade is entered into Infinite Campus grade book in the assessment category it is eligible for a re-take.

## Downlist (Grades 7-12)

Participation in extra-curricular school activities is encouraged and desirable for all students. At the same time, the principle mission and responsibility for each student is to establish a firm academic foundation. Students will be responsible for monitoring their grades on a real time basis along with their parents.

An Academic Eligibility Report is a generated list of students who are failing a course. This report will be generated by coaches/sponsors or their designee an hour prior to being dismissed for an event. The Academic Eligibility Report will begin the 3<sup>rd</sup> Monday of the first semester and the 2<sup>nd</sup> Monday of the second semester.

Any student failing two courses when the Academic Eligibility Report is generated will forfeit participation in the event in which the report was generated.

If the team or organizations leave time is during the school day, students deemed ineligible will not be permitted to travel with the team or organization. If the team or organizations leave time is after the school day, students deemed ineligible will be permitted to travel with the team or organization.

Junior high students failing any course must attend the Learning Lab of the failing course on Tuesday and Thursday until they are passing the course.

Students and parents can expect a 24-hour turn around on late assignments or tests being added to the grade book. One should not expect a teacher to grade or update a grade immediately to have a student be academic eligible that day.

## Incomplete Grade

At the end of a grading period, if the student has not completed all the required course work because of missing work due to the effects of the Make-up Work section or a principal approved medical reason, the teacher must place an "I" in the gradebook for the final grade. Students have 2 weeks after the end of the grading period to complete Make-up Work. For grading periods that end when the academic year ends, administrator discretion will determine the timeline to complete Make-up Work.

For student absences over 10 consecutive days and extenuating circumstances, administrator discretion will be allowed. If a student has an IEP or 504 plan that contains make-up work strategies, then those strategies will take precedence over this guideline.

## Attendance Requirements for Course Credit in Grades 9-12

In addition to meeting the academic requirements of their courses, students shall have good attendance in order to receive credit for a semester. No student shall receive credit for a semester if he/she has been absent from class on more than ten (10 occasions) during the semester, unless a decision to grant credit is made by the student/faculty appeals board. Absences for any reason other than for religious observances, suspension or expulsion, homebound instruction, field trips, assemblies, college visits, or other school sanctioned activities shall count toward the ten (10) day absence limit. In a class that meets fewer than five days a week, the applicable total of allowed absences will be six (6) per semester.

## Suspended & Expelled Students

Suspended or expelled students will receive full credit for submitted work that meets the requirement of the Make-up Work guidelines and submitted prior to the end of the grading term for a course.

## Reporting of Results

The Stanton Community Schools believes that all stakeholders need to be informed to ensure that the school is meeting the expectations of the stakeholders and is in a continuous state of improvement. The district has established multiple ways of communicating assessment results which are described in the following sections.

### Infinite Campus Portal

The Infinite Campus portal provides students and parents with real time student data. This student data is specific to the student and associated parent(s)/guardian(s). The information is secure so only those who have an educational right can view the data. The data includes the student's current grades, attendance, lunch account balance, etc.

## **Interim Reports**

When a student continuously performs below his/her ability, the teacher will provide parents with an interim report. This report can either be via a phone call or written communication. If a phone call is used, then the call must be documented in Infinite Campus.

## **Report Cards**

Report Cards are available to both students and parents on a quarterly basis. The Report Card will report the grades for the course that the student is currently enrolled and the student's attendance.

## **Parent/Teacher Conferences**

Parent/Teacher Conferences will be conducted twice a year (fall & spring). The purpose of the Parent/Teacher Conference is to orally communicate with the parent the student's academic strengths and weaknesses.

## **Annual Report Card**

The Nebraska Department of Education's Rule 10 states that the district must develop an annual written report of performance, demographics, improvement goals, and financial information. The Annual Report Card is distributed to all patrons of the Stanton district through one of the monthly newsletters. The report can also be accessed through the district's website under the "School Improvement" tab.

## **Profile**

The district's Profile provides a 6-year compilation of the data contained in the Annual Report Card. The report helps stakeholders analyze data longitudinally. The report can be found on the district's website under the "School Improvement" tab. Maintaining a Profile is a requirement of continuous improvement as prescribed by the Nebraska Department of Education's Rule 10.