

Amphitheater Grading & Assessment Practices

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Elementary Grading & Assessment

Standards-Based Grading

- **Definition-** a grading system that evaluates students' progress towards mastering specific learning targets called standards
- **Purpose-** give a clearer picture of a student's learning progress
- **3 benefits to Standards-Based grading**
 - Increased student engagement
 - Better parent and family conversations
 - Consistent Measurement



Elementary Grading & Assessment

Background Information on Elementary Grading & Assessment

- Began work on a Standards-Based Report Card in 2009
- First year pilot 2010 (limited rubrics in place)
 - Grade Level Proficiency Scale for Standards Assessed
 - 4: Highly proficient: above grade level; self-directed; advanced
 - 3: Proficient: at grade level; independent; mastery
 - 2: Partially Proficient: working toward grade level; support needed
 - 1: Minimally Proficient: below grade level; limited/no progress
- 4th and 5th grade students received both traditional scale and Standards-Based grading (*added mid year 2010)



Elementary Grading & Assessment

Background Information on Elementary Grading & Assessment

- Began work on improving rubrics in 2014
- 2017 significant changes were made to align the rubrics and report card to the new Arizona College and Career Readiness Standards
- 2021 created committees to look at scope and sequence work for English Language Arts and Math
- 2022 piloted the new Math Report Card and Scope and Sequence




Elementary Grading & Assessment

Information on Elementary Grading & Assessment for 2023

- Remove letter grades from 4th and 5th grade report card
- Pilot the new Language Arts Report Card and Scope and Sequence
- Parent and Staff Support

Traditional Grading



Standards-Based Grading

Engine	Great!
Battery	Great!
Transmission	Great!
Brakes	Needs Attention
Tires	Okay



Secondary Grading & Assessment



Background Information on Current Secondary Grading & Assessment



The current Secondary Grading and Assessment Policy was developed through the work of the **Blue Ribbon Committee** that was formed in Summer 2020. The policy was written to support students who were impacted by the ongoing COVID pandemic and the effects the pandemic had on learning, grades, and course completion.



As the COVID pandemic waned and the impacts of COVID on student learning diminished it became evident that the policy should be revisited in order to determine what, if any, changes were necessary and appropriate.



In Spring 2022, the Secondary Grading and Assessment Committee was formed to review and propose any revisions to the policy while maintaining the spirit of equitable grading practices, a focus on standards-based learning and grading, and communicating with parents/students when a student's academic performance declined.





Secondary Grading & Assessment

Committee Members:

- | | |
|-----------------------------------|--------------------------------|
| • Janet Ackerman – Ironwood Ridge | • Rebecca Green – Coronado K8 |
| • Mateo Arredondo – Amphi MS | • Kate Guymon – La Cima / CISS |
| • Ernie Celaya – Cross | • Lydia Holst – Amphi MS |
| • Lisa DaDeppo – CDO | • Julie Ramsey – Amphi HS |
| • Erica Fox – CDO | • Jose Salcido – Amphi HS |

Additional Sources of Input/Feedback:

- | | |
|---|--|
| • Elizabeth Jacome – Director of Curriculum and Assessment | • Jason Weaver – Program Evaluation and Data Analyst |
| • Michael Warrick – Student Data Management Systems Analyst | |



Secondary Grading & Assessment

Focus of Work:

The committee's work centered on

- Purpose of grades
- How grades are determined
- Connection to State standards
- Communication to students and parents
- The frequency grades are entered
- Measuring student progress towards proficiency/mastery
- Student work habits and citizenship



Current Secondary Grading & Assessment

Middle and High School Reporting and Grading

No zeros (0) will be given for any assignments. Zeros that cannot be made up put students in an impossible situation for academic recovery.

The impact of COVID-19 on student learning and mastery requires us to use district-wide grading practices. The challenges of restarting in-person instruction after over a year of instructional shifts necessitates teachers practice the principle of "grading with grace," and provide students with opportunities to demonstrate mastery of State standards and other course standards using traditional and non-traditional methods of assessment.

Moreover, during this unprecedented time, we must recognize the disparity that exists between students' homes. In light of the profound implications of COVID-19 on students' academic learning and social-emotional well-being, Amphitheater School District's Secondary Schools have adopted the following principles and protocols for grading and assessment for the 2022-23 school year.

Given the aforementioned, and following the recommendations set forth in the [Blue Ribbon](#) Task Force report and approved by the Amphitheater School District's Governing Board, the following practices and protocols will be used for all grading and assessment practices throughout the academic year.

- Teachers will provide students and parents with an explanation of their grading practices, in the teacher's class guidelines/syllabi and on the homepage of their classroom website, which will be used to determine course grades.
- Students are expected to complete and submit assignments by the stated/written due date. Students can submit work up to a week late with no penalty. Individual student challenges should be considered before assigning a grade.
- The minimum grade that can be assigned to a student on any given assignment is a 50%. Students who are on track to State and course standards mastery, show effort, and meet deadlines can expect a grade higher than 50%.
- Teachers should use standards-based grading practices to assess students' mastery of State and course standards.
- Open-ended deadlines, particularly those that extend beyond the current unit's summative assessment or grading term, should be avoided.
- Teachers will notify a student's parent/guardian if the student's overall grade drops more than one (1) letter grade. Communication with the parent/guardian and the student's counselor will occur within 48 hours of the change in grade. (Documentation of communication with students and parents/guardians will be entered into Tyler SIS's Communication Log.)
- Teachers will enter a minimum of one grade per week into Tyler. This graded assessment of learning will be meaningful, substantive, and aligned to State and course standards.
- Assessments which measure progress toward student mastery of skills and standards should be utilized prior to assigning a final grade. Assessments include, but are not limited to, formative and summative quizzes, tests, projects, essays or presentations that demonstrate proficiency and mastery of State and course standards.

- Assessments of learning, based on identified State and course standards, will be on-going and will be utilized to drive instruction, identify opportunities for re-teaching, intervention, and enrichment. This data will be used to determine student mastery.

- Assessments and grading, including meaningful and timely feedback on assignments, should provide information that students can use for self-evaluation and which teachers can use to personalize and differentiate student learning and instruction.

- All grading, based on informal and formal assessments, should take into consideration students' social-emotional needs, external challenges and the ability of the student.



Secondary Grading & Assessment



Recommendations:



Based on the review of the current policy, the research, discussions and feedback, the committee's recommendations were:



1. Transition from the traditional 100-point scale to a 5-point scale.
2. Zeroes (0's): Students who do not complete work or whose work does not demonstrate any degree of proficiency, would receive a zero.
3. Ensure that students' grades reflect progress towards proficiency/mastery of standards.
4. Extra credit opportunities would be extended to all students and connect to State standards and opportunities to extend learning and mastery
5. Citizenship/Work Habit Mark would be used to reflect student work habits, work ethic, behavior(s), and participation (not related to State standards)





Secondary Grading & Assessment

Purpose of Grades and Grade Reporting:

In the Amphitheater Public School District, the purpose of grades at the middle and high school levels is to communicate information about student achievement of state standards to the student and their parent/guardian. Student participation, work habits and conduct not related to state standards are reflected in a student's citizenship/work habit marks, not the grade.

All students in Amphitheater Public Schools are provided access to a guaranteed and viable curriculum which ensures equitable access to all learners.

Assessments and grading, including meaningful and timely feedback on assignments, provide information that students can use for self-evaluation and which teachers can use to personalize and differentiate student learning and instruction.

Grading and Reporting:

- Assessments of learning, based on identified State and course standards, will be on-going and will be utilized to drive instruction and identify opportunities for re-teaching, intervention, and enrichment. This data will be used to determine student proficiency. Students' grades should reflect diverse opportunities that allow students to demonstrate proficiency/mastery. Assessments include, but are not limited to, formative and summative quizzes, tests, projects, essays or presentations that demonstrate proficiency and mastery of State and course standards.
- Teachers will provide students and parents with an explanation of their grading practices, in the teacher's class guidelines/syllabi and on the homepage of their classroom website/Learning Management System (LMS), which will be used to determine course grades.
- The Amphitheater District utilizes a 5-point grading scale (0, 1, 2, 3, 4), with each grade/point value holding equal value to all other grades. A zero (0) indicates there is no evidence of proficiency of the state standard(s).

4	A	Highly Proficient
3	B	Proficient
2	C	Partially Proficient
1	D	Minimally Proficient
0	F	No Evidence of Proficiency

- Students are expected to complete and submit assignments by the stated/written due date. Students and parents/guardians are encouraged to communicate with teacher(s), in advance of a stated deadline, to discuss individual circumstances that may necessitate an extension of the due date. Teachers should take into consideration external challenges that may hinder a student from communicating prior to the deadline and work with students accordingly.
- If a student turns in an assignment that shows at least minimal proficiency prior to the end of a unit, the minimum grade a student will earn is a 1. (See scale above)

- Teachers will notify a student's parent/guardian on a bi-weekly basis if the student's overall grade is a D (1) or F (0), demonstrating the student is not making progress towards course/state standards.
- Teachers will enter a minimum of one grade per week into Infinite Campus. All major grades, i.e. tests, essays, projects, etc. will be entered in a timely fashion to ensure students and parents are aware of a student's progress towards proficiency. This graded assessment of learning will be meaningful, substantive, and aligned to State, district curriculum and/or course standards.



Secondary Grading & Assessment



Grade Entry:



Grading practices on assignments, tests, projects, etc. will not change. Teachers will continue to grade the same until proficiency scales are published. What will change is what is written on student work. Rather than writing a percent score, teachers will write A, B, C, D, or F.



Teachers will enter the appropriate score (4, 3, 2, 1, 0) based on student performance. Based on the weight of category and the value/points of the assignment, Infinite Campus will complete the calculations to reflect students' total grade.



Report Card grades will continue to show the traditional letter grade with the \pm . (Example: A+, A, A-, etc.)



Transcripts will continue to appear the same and GPA calculations will continue to be calculated in the same manner.



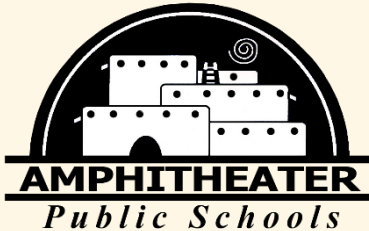


Secondary Grading & Assessment

Grade Entry:

4	A	Highly Proficient
3	B	Proficient
2	C	Partially Proficient
1	D	Minimally Proficient
0	F	No Evidence of Proficiency

TEACHER VIEW (example)					
In-Class Assignments					
Student	Assign #1 (Points: 25)	Assign #2 (Points: 10)	Assign #3 (Points: 75)	(Weighted Value) Percent	Grade
Sample Student 1	4/A	4/A	2/C	3.13%	A-
Sample Student 2	3/B	3/B	3/B	3.00%	A-
Sample Student 3	2/C	1/D	3/B	2.59%	B-
Sample Student 4	3/B	2/C	3/B	2.90%	B+
Sample Student 5	4/A	3/B	4/A	3.90%	A+





Secondary Grading & Assessment

Grade Entry:

TEACHER VIEW (example)

In-Class Assignments					
Student	Assign #1 <i>(Points: 25)</i>	Assign #2 <i>(Points: 10)</i>	Assign #3 <i>(Points: 75)</i>	<i>(Weighted Value)</i> Percent	Grade
Sample Student 1	4/A	4/A	2/C	3.13%	A-

PARENT VIEW (example)

Intro Art 2D A

Course Info

Curriculum

Grades

Upcoming Assignments (0)

All Terms

Semester 1

Semester 2

Summer Sch

Term Semester 2 (01/03/2023 - 05/18/2023)

Settings

(Semester 2) Semester Grade

A In-progress

Summative

Weight: 25

+

Formative

Weight: 20

+

Homework

Weight: 10

+

Assignments

Weight: 20

-

Assign 1

Due: 05/01/2023

4/A

Assign 2

Due: 05/01/2023

3/B

Assign 3

Due: 05/01/2023

3/B

Exams

Weight: 25

6 +

22-23 Amphitheater High School

Missing

Current Term

Today

CFA 5

Intro Art 2D A

4/A

CFA 6

Intro Art 2D A

4/A

Final Exam

Intro Art 2D A

3/B

HW1

Intro Art 2D A

4/A

HW2

Intro Art 2D A

4/A

HW3

Intro Art 2D A

4/A

HW4

Intro Art 2D A

4/A

HW5

Intro Art 2D A

4/A

Midterm Exam

Intro Art 2D A

3/B

Summative 1

Intro Art 2D A

4/A

Summative 2

Intro Art 2D A

4/A

Summative 3

Intro Art 2D A

4/A

Summative 4

Intro Art 2D A

4/A

Summative 5

Intro Art 2D A

4/A

Summative 6

Intro Art 2D A

3/B

Tuesday 05/30/2023

TODAY

No assignments.



Secondary Grading & Assessment

Proposed Revisions to IKA (Grading / Assessment Systems)

IKA GRADING / ASSESSMENT SYSTEMS

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for on-going assessment for instructional purposes with reporting student progress by giving a grade.

The authority for determining progress, assigning grades, and granting or withholding credit for individual courses shall rest with the teacher of the student. In making such determinations, teachers will be guided by standards set forth by the District which include:

- A. Progress grades or marks shall be based on the accomplishment of standards appropriate to the grade level or subject area.
- B. At all levels within our school system, teachers are expected to identify what they want students to learn and the criteria by which they will measure that learning.
- C. Assessments which measure progress toward the final outcome should be utilized prior to assigning a final grade.
- D. Assessments of learning which document achievement at a particular point in time will be utilized to determine final grades for reporting.
- E. Assessments and grading should provide information that students can use for self-evaluation in order to determine the next steps for their learning and which teachers can use for their support of learning.

F. Additional standards in the areas of effort and behavior may be established:

G-E. The ability of the student may be taken into consideration when determining grades.

District-developed grading systems which are appropriate for elementary, middle school and high school students will be established and utilized.

Teachers will keep a complete and accurate record of the grades assigned to students.

Teachers will report to parents on student progress toward meeting and/or exceeding academic standards, students' conduct, attendance, and tardiness.

Grades K-5

Teachers will report to parents on students' progress towards proficiency utilizing the Grade Level Proficiency Scale for Standards Assessed

- 4: Highly proficient: above grade level; self-directed; advanced
- 3: Proficient: at grade level; independent; mastery
- 2: Partially Proficient: working toward grade level; support needed
- 1: Minimally Proficient: below grade level; limited/no progress

Grades 6-12

Teachers will report to parents and students on student progress toward proficiency utilizing the traditional using the traditional A – F letter grade system.

Students' conduct, attendance, tardiness, participation (not required by the State standards), and other non-academic behaviors/participation will be reflected in students' citizenship/work habit mark.

Grades K-5

Teachers will report to parents on students' progress towards proficiency utilizing the Grade Level Proficiency Scale for Standards Assessed

4: Highly proficient: above grade level; self-directed; advanced

3: Proficient: at grade level; independent; mastery

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Grades 6-12

Teachers will report to parents and students on student progress toward proficiency utilizing the traditional using the traditional

A – F letter grade system.

Students' conduct, attendance, tardiness, participation (not required by the State standards), and other non-academic behaviors/participation will be reflected in students' citizenship/work habit mark.



Secondary Grading & Assessment

Proposed Regulation: IKA – R

IKA-R

REGULATION

SECONDARY GRADING / ASSESSMENT SYSTEMS

Purpose of Grades and Grade Reporting:

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All students in Amphitheater Public Schools are provided access to a guaranteed and viable curriculum which ensures equitable access to all learners.

Assessments and grading, including meaningful and timely feedback on assignments, provide information that students can use for self-evaluation and which teachers can use to personalize and differentiate student learning and instruction.

Grading and Reporting:

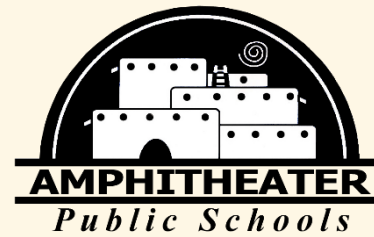
- A. Assessments of learning, based on identified State and course standards, will be on-going and will be utilized to drive instruction and identify opportunities for re-teaching, intervention, and enrichment. This data will be used to determine student proficiency. Students' grades should reflect diverse opportunities that allow students to demonstrate proficiency/mastery. Assessments include, but are not limited to, formative and summative quizzes, tests, projects, ~~essays~~ or presentations that demonstrate proficiency and mastery of State and course standards.
- B. Teachers will provide students and parents with an explanation of their grading practices, in the teacher's class guidelines/syllabi and on the homepage of their classroom website/Learning Management System (LMS), which will be used to determine course grades.
- C. The Amphitheater District utilizes a 5-point grading scale (0, 1, 2, 3, 4), with each grade/point value holding equal value to all other grades. A zero (0) indicates there is no evidence of proficiency of the state standard(s).

4	A	Highly Proficient
3	B	Proficient
2	C	Partially Proficient
1	D	Minimally Proficient
0	F	No Evidence of Proficiency

- D. Students are expected to complete and submit assignments by the stated/written due date. Students and parents/guardians are encouraged to communicate with teacher(s), in advance of a stated deadline, to discuss individual circumstances that may necessitate an extension of the due date. Teachers should take into consideration external challenges that may hinder a student from communicating prior to the deadline and work with students accordingly.
- E. If a student turns in an assignment that shows at least minimal proficiency prior to the end of a unit, the minimum grade a student will earn is a 1. (See scale above)

F. Teachers will notify a student's parent/guardian *on a bi-weekly basis* if the student's overall grade is a D (1) or F (0), demonstrating the student is not making progress towards course/state standards.

G. Teachers will enter a minimum of one grade per week into Infinite Campus. All major grades, i.e. tests, essays, projects, etc. will be entered in a timely fashion to ensure students and parents are aware of a student's progress towards proficiency. This graded assessment of learning will be meaningful, substantive, and aligned to State, district curriculum and/or course standards.





Secondary Grading & Assessment

Proposed Policy Exhibit: IKA – E Work Habits/Citizenship:

	CITIZENSHIP	WORK HABITS
O OUTSTANDING	<i>Consistently...</i> <ul style="list-style-type: none">Cooperates with others (Citizenship / Collaboration)Kind to others (Caring)Contributes to the learning community (Citizenship)Collaborates with others (Collaboration)Follows classroom and school expectations (Citizenship)Shows respect (Citizenship / Caring)	<i>Consistently...</i> <ul style="list-style-type: none">Prepared for class (Citizenship)Perseveres with tasks (Problem-Solving)Uses class time appropriately (Problem-Solving)Completes assignments on time (Citizenship)Advocates for themselves (Communication)Gives best effort (Problem-Solving)
S SATISFACTORY	<i>Usually...</i> <ul style="list-style-type: none">Cooperative with othersKind to othersContributes to the learning communityCollaborates with othersFollows classroom and school expectationsShows respect	<i>Usually...</i> <ul style="list-style-type: none">Prepared for classPerseveres with tasksUses class time appropriatelyCompletes assignments on timeAdvocates for themselvesGives best effort
N NEEDS IMPROVEMENT	<i>Sometimes...</i> <ul style="list-style-type: none">Cooperative with othersKind to othersContributes to the learning communityCollaborates with othersFollows classroom and school expectationsShows respect	<i>Sometimes...</i> <ul style="list-style-type: none">Prepared for classPerseveres with tasksUses class time appropriatelyCompletes assignments on timeAdvocates for themselvesGives best effort
U UNSATISFACTORY	<i>Rarely...</i> <ul style="list-style-type: none">Cooperative with othersKind to othersContributes to the learning communityCollaborates with othersFollows classroom and school expectationsShows respect	<i>Rarely...</i> <ul style="list-style-type: none">Prepared for classPerseveres with tasksUses class time appropriatelyCompletes assignments on timeAdvocates for themselvesGives best effort



Secondary Grading & Assessment



Stakeholder Input:



As the committee continued to work on, revise and refine the *draft* policy, input was gathered through the Superintendent's Certificated Advisory Council (Teacher Advisory Council) in the Fall and Spring.



Additionally, the *draft* policy was reviewed with secondary principals and assistant principals in the Fall.



In March 2023, a survey was sent to all secondary teachers seeking input on questions/topics that would be the basis for an FAQ resource that would be provided prior to the end of the year.





Secondary Grading & Assessment

Next Steps:

- Support Videos
- Secondary Scope and Sequence
 - Alignment to proficiency scales
- Secondary Grading and Assessment Committee
- Recommendation for Governing Board approval
 - Revisions to IKA
 - Creation of IKA – R
 - Creation of IKA – E



Questions?