

MEDFORD SCHOOLS ASSESSMENT AND GRADING PHILOSOPHY

Effective grading is essential for learning and student success. Beginning with clearly articulated learning goals, grading gives students timely, detailed feedback and provides parents with communication regarding academic progress.

Therefore, we are guided by the following statements.

Proficiency Based Grading

Student grading and reporting is based on progress towards mastery of the standards adopted by Oregon Department of Education. Learning targets are communicated to students, parents, and staff throughout the teaching and learning process.

Communicating Achievement

Communication of achievement is clear, consistent and timely based on district-wide common language. The communication is easy for parents and students to understand and is focused on learning targets. Behavior is reported separately from achievement.

Learning Targets

Learning targets identify content and skills all students need to master within a continuum of clearly defined State Standards. They communicate expectations to students, parents, and teachers. Learning targets are specific to the content standards and identify what students should know and be able to do.

Grading Practices

Effective grading practices communicate progress toward learning targets, contribute to student motivation, and indicate student strengths and weaknesses. Grades that reflect proficiency standards consider all student work as evidence along with professional judgment in lieu of only calculating grades. Grading practices emphasize recent performance rather than calculating the mean, and avoids using 'zero' for non-performance to clearly reflect student achievement.

Homework – Application & Extensions

Homework is independent practice relevant to the learning targets and intended to preview, review, or reinforce skills. It has a clear academic purpose and can be tailored to be accessible to all students. Homework should not be academically punitive.

Rubrics

Rubrics organize learning targets into a scale that measures where a student is in the learning continuum. They are routinely calibrated for accuracy, match the standards and are supportive of student learning. They provide students, teachers and parents information about what constitutes mastery and can be used as a pre-assessment, formative assessment or a summative assessment.

MEDFORD SCHOOLS ASSESSMENT AND GRADING PHILOSOPHY

Data Informed Decisions

Educators use students' performance on multiple assessments to make individualized data informed decisions. Data can be drawn from: pre-assessment, which provides baseline information to plan and differentiate instruction; formative assessment, which provides learners and teachers with reteach and adjustment information; and summative assessment, which helps teachers, departments, schools, and district analyze student performance on a larger scale.

Quality Assessment

A quality assessment is directly tied to the standard taught and gives accurate feedback to teachers, students and parents. Assessments have an instructionally relevant purpose and the method is appropriate to the learning target. They sample student achievement and include multiple types.

Pre- Assessment

Pre-assessments are used by teachers to make instructional decisions based on students' prior knowledge of content or skill level. These results are used by the teacher and/or the student to monitor and set learning goals.

Formative Assessment

Formative assessment is used to provide ongoing feedback during the learning process towards learning targets. Teachers use this information to adjust instruction to improve student learning.

Summative Assessment

Summative assessment is used to measure mastery of content standards and is focused on learning products. In contrast to formative assessment, summative assessment is performed at the end of the teaching-learning cycle. Students should be provided multiple opportunities to show mastery.

Student Self- Assessment

When Students have a clear understanding of the learning targets, they are able to reflect, evaluate, and articulate an understanding of their own progress. Teachers help students develop the skills to become reflective learners who are able to set their own goals for learning.