

**CENTRAL BUCKS MIDDLE SCHOOL**

**ASSESSMENT & GRADING PRACTICES**

**Purpose of a Grade:** It is our belief that a grade should be an accurate measure of what students know and their ability to apply & demonstrate their learning at the time they are assessed.

**Grade Breakdown:** Marking period gradebooks will be aligned based on formative and summative assessment practices with the grade distribution.

* **Formative Assessment:** No more than 10% of final grade
* **Summative Assessment:** No less than 90% of final grade

**Final Grade Breakdown:**Each subject area has its own core and other assessments that may constitute a different percentage of the final grade.

**Formative Assessment:** Formative Assessments are academic practice. These assessments take place daily and in a variety of forms in the classroom. They are used as students learn new concepts, providing an opportunity for teachers to determine each student’s level of understanding of skills and concepts. It allows students to demonstrate their learning and provides teachers feedback on the specific areas of strength and weakness for individual and whole groups of students. **It is important to note that not all formative assessments are graded and posted in the gradebook, but it is essential that students complete formative assessments as this has a direct impact on their learning.**

**Summative Assessment:** Summative Assessments can accurately be described as academic achievement. When students have had time to practice and receive feedback (their own feedback and the teacher) on skills and concepts, they will have the opportunity to be assessed on their understanding and application of the skills and concepts.

**Extra Credit:**Extra credit and bonus points will not be included in our grading practice.

**Submission of Work:** It is the expectation that all assignments will be handed in either before or on the due date.  Due dates are communicated to students in advance both in class and through Canvas.  Assignments that are not completed will receive a grade of “Missing” until the assignment is handed in.  This communicates to both the student and parent the assignment has not been completed, and it impacts the overall grade as a zero until submitted. Late work will be accepted only if students have made arrangements with the teacher.

**Academic Support:** There are multiple ways that students can receive academic support, intervention and enrichment.

* **Intervention & Enrichment Period** – This forty-minute period is included in a student’s schedule every day after 2nd period. Monday-Thursday students will have access to academic teachers to provide interventions to assist students that need additional support on a specific topic. (Fridays are reserved for team and schoolwide wellness activities)
* **Open Study** – This after school club/study hall takes place in the library every Tuesday & Thursday after school and students have access to teachers and resources in an environment conducive to learning.
* **CB East Tutors** – This peer-tutoring program is a partnership with Holicong and students from CB East. Students can request a tutor for multiples subjects from Mrs. Louderback.
* **Peer Tutoring** – We are excited to bring back our Holicong peer tutoring program that allows for students to have access to peers at Holicong.

**Secondary Reassessment Guidelines**: The secondary reassessment guidelines are included in the follow pages.

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| **Reassessment Guidelines: Secondary Education 2022 - 2023** |

In the course of our ongoing discussion on grading practices that promote learning and mastery, the issue of retaking assessments has arisen. We have employed several approaches to manage this process, with varied agreement regarding what is best for students and the process of learning. Our goal is to improve learning outcomes and to encourage students to persevere when something is initially difficult and to recognize a pathway exists for them to recover from early stumbles. This is one way we can cause learning.

In developing an approach, we acknowledge there are some students whose intentions reflect superficiality that is antithetical to true learning; they seek the highest grade possible, preferably obtained along the path of least resistance. Fortunately, we can set conditions that favor learning over earning.

* We are no longer using the “70/70” practice (where only students who earn below a 70 can retake an assessment, with the highest possible grade they can earn being a 70). This is not a mastery mindset. No research supports the practice, and it is not student-centered. All students are welcome to retake an assessment to demonstrate their learning.
* We also need to convey to students reassessments are not provided to allow students who already demonstrated a high-level understanding through the original assessment a way to raise their grade to a higher grade, or manipulate their final grade for a marking period or final grade in the course. This practice is to support learning and to help students who are struggling to master a skill or concept. Multiple years of implementing this process has revealed, “Mastery” is subjective, so we must set an objective criteria to allow us to consistently implement this practice across the district. Therefore, the highest grade entered into the gradebook on a retake will be a 90%.

Any student who wishes to retake a summative assessment, or a portion of it at their teacher’s discretion, should proceed as follows:

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| **Action Steps** |
| 1. The student receives the initial summative assessment results, including a clear explanation for the grade received. |
| 2. The student communicates a desire to retake the assessment to demonstrate increased proficiency within three days of receiving the initial graded assessment (the actual retake does not have to occur within three days, but the request to retake an assessment must occur within the three-day window after the assessment is returned to the student).  NOTE:   * *A retake can be limited to the area where deficiency exists. Students do not need to retake an entire assessment.* |
| 3. The student completes the intervention work as directed by the teacher. This includes, but is not limited to supplemental reading, practice material, editing and redrafting, oral explanation, conferencing, etc. This process is at the discretion of the teacher – the need for autonomy is important; however, there must be a clearly-defined intervention process through which a student goes prior to sitting for the reassessment. This process includes feedback to the student to support learning. The classroom teacher will set the timeline for relearning the information that was not initially mastered and the date of the retake.  NOTE:   * *The intervention work may include revisiting all relevant formative practice and/or homework that has been completed leading up to the summative assessment.* * *If the student chooses not to engage in the relearning activities developed by the teacher, the reassessment will not be given.* |
| 4. The student retakes the summative assessment (or the portion not mastered). If the student receives a higher grade, that is the grade entered into IC (the highest grade entered into the gradebook will be a 90%). If the student earns a lower grade, the original grade will remain in the gradebook. |
| 5. If a request for reassessment is received beyond three days, the request may be denied. The intent behind these guidelines is to cultivate proficiency with procedural and sequential integrity, not to create a late-game academic safety net for students. |
| 6. Their will be no retakes provided for assessments that occur during the last week of the marking period or semester as that is time earmarked for final assessment. |
| 7. There are no retakes on midterm exams or final exams. These assessments measure skills and concepts previously assessed and reassessed during the course and students have had time for intervention as it was needed throughout the learning process. |

While mastery learning research promotes one iteration of this cycle, we want to be reasonable and student-centered; therefore, if an additional cycle is situationally warranted, the classroom teacher has the discretion to proceed accordingly. Use your professional judgement to cause learning! Your building administrative team, as well as your departmental supervisor/coordinator, is available to answer additional questions and facilitate further clarification and implementation of this work. These guidelines will be placed on the CBSD website under a tab labeled Secondary Grading, and parents and students will receive a direct link to the page. Additionally, every teacher is asked to communicate these reassessment guidelines to students to ensure a comprehensive understanding.

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| **AP Considerations** |
| * Students in an AP course who achieve below an 80% on a summative assessment can retake an assessment. Preparation/intervention activities will be independent. The teacher will answer questions about the independent preparation and intervention activities. This can occur via Canvas module, email correspondence, Teams sessions, Lunch and Learn, or other types of informal arrangements. * Students in AP courses who achieve an 80% or better on a summative assessment can retake an assessment one time. The teacher will provide guidance and be available for questions and clarification while the student prepares for the retest. * Students and parents/guardians understand when taking an AP course, there are certain protocols that are not practice in an AP course that are available in others. AP courses are more rigorous and are designed to rival that of a college level course including assessment practices. This is not to say that teachers will not meet with students for re-teaching and re-learning activities, but the pacing and coverage of such a course is not as flexible as other non-AP courses. |