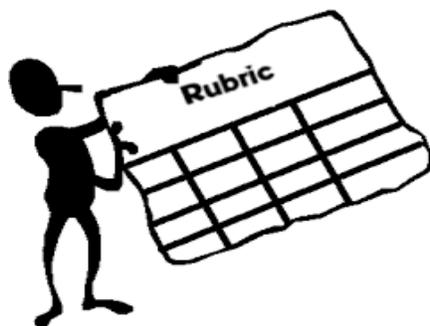




St. Croix Central School District



4K-Grade 5 Assessment & Grading Handbook



September 2014

Purpose of Standards-Based Grading

The purpose of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based grading and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards and separately assess the influence of positive and consistent work habits on student learning.

Standards-Based Grading

Standards-based grading measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

A standards-based approach:

- Indicates what students know and are able to do.
- Scores indicate a student's progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Is based on complex tasks, as opposed to rote memory.
- Occurs when appropriate, not just on scheduled days.
- Emphasizes the more recent evidence of learning.
- Multiple methods of grade calculation are used to determine grades.

How does standards-based differ from traditional grading?

A standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. A student who may have struggled at the beginning of a content or course when first learning new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

In traditional grading systems, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards also separate academic performance from work habits/behavior in order to provide parents a more accurate view of a student's progress in both areas. Effort, participation, cooperation, and attendance are reported separately, not as a part of academic performance

4K-Grade 5:

Grading Practice #1:

Only include scores that relate to the achievement of the standards.

- Be clear about what students must know and be able to do.
- Have a clear understanding of what each level of performance looks like before students begin work by utilizing scoring rubrics.
- Ensure that questions are tied to essential standards to verify that assessments measure what is intended.
- Data collected on non-academic factors (effort, participation, attendance, attitude, adherence to class rules, late work etc.) should be reported separately.
- Base grades/scores on individual achievement not group scores.
- Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
- Apply other consequences for academic dishonesty other than reduced grades/scores.
- Homework should not be included in the student's academic score. Homework should be a risk-free chance to experiment and practice with newly acquired skills without penalty.

Benefits:

By reporting on specific learning standards, standards-based grading provides considerably more feedback about how a student is progressing toward learning each standard. This will allow us to report student learning more accurately and to the degree to which students have attained mastery of learning objectives.

It is essential for students to do homework that is tied closely to learning objectives and for students to see those connections. Teachers provide feedback on homework that is assigned to practice new skills.

Attendance, effort, behavior, participation and other factors are important but separating these from achievement factors will give parents a clearer picture about their student's learning. Students will be held accountable for these factors but they will be reported separately.

4K-Grade 5:

Grading Practice #2:

Use a variety of assessment methods to collect high quality, organized evidence of achievement.

- Use multiple measures to determine student achievement. Include more than one kind of assessment to examine the same kind of knowledge or skills (ex: paper/pencil assessments, essay assessments, performance assessments, lab assignments, and personal communication) to evaluate student achievement on grade/course level standards
- Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard.
- Gather evidence using quality assessments.
- Organize and report evidence of learning by standards/learning goals.
- Provide clear descriptions of achievement expectations and mark each assessment on clear, pre-established criteria.
- Compare each student's performance to preset standards not based on student's achievement compared to other students.

How are my student's "grades" determined?

A student's performance on a series of assessments will be used to determine overall mastery, much as it has in the past. The difference will be reporting of mastery levels instead of numbers of letters ("Nearing Mastery" instead of "B"). Levels of achievement will be clearly defined. Practice assignments and homework will serve primarily as a source of feedback and instructional support for both students and teachers.

Benefits:

Links the basis for curriculum instruction, assessment, and intervention, provides clear focus and makes grading consistent, accurate, meaningful, and supportive of learning.

4K-Grade 5:

Grading Practice #3:

Use appropriate grade calculation.

- Use a 4 point scale of the content standard, describing the level of proficiency, rather than the 100 point scale. (Link to 4 point rubric)

The K-5 Grade Reports to Parents include the following levels of performance:

Level of Performance Score Proficiency Scale

Advanced	4.0 Above benchmark/Exceeds current grade level expectations	In addition to the proficient performance, makes in-depth inferences and extended applications of what was learned, including connections to other experiences.
Proficient	3.0 Meets Benchmark/At Grade level	No major errors or omissions regarding any of the information and/or simple or complex processes that were explicitly taught.
Basic	2.0 Approaching benchmark/Improving but inconsistent	No major errors regarding the simpler details and processes, and some of the more complex ideas and processes.
Below Basic	1.0 Below grade level/Needs more time & Support	A partial understanding of some of the simpler details and processes, but major errors or omissions regarding the more complex details and processes.

- Use appropriate calculation methods (mode, mean, most recent) and professional judgement based on evidence of learning.
- Eliminate zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use “I” for Incomplete or Insufficient Evidence.

Benefits:

Accurate grade determination provides the real measure of an individual’s achievement and is fair to all learners. The use of a grading scale that is unequal, such as the 100 point scale, distorts the final grade as a true indicator of mastery. The smaller equal interval scale will cause grading practices to be more accurate and consistent.

4K-Grade 5:

Grading Practice #4:

Use grading and assessment procedures that support learning.

- Use only evidence from assessments to determine grades.
 - Teachers carefully consider using a variety of the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning.
 - Information from formative assessments should be used to provide feedback on progress towards mastery of the standards and to develop interventions and reteaching opportunities.
- The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.
- Homework will not be included in the student's academic score. Homework is a risk-free chance to experiment and practice with newly acquired skills without penalty.
- Include students in the grading process. Students should track their own progress on identified standards.
- Communicate with students and parents using a standards-based grading/reporting system.

Benefits:

The goal of frequent assessment is to modify learning. Formative assessments are scored and can be recorded but mainly used to track student learning so that appropriate instruction can be planned. Including students in classroom assessment practices and scoring ensure that the expectations are clear to all, promotes student learning and encourages self-assessment and mastery of the standards. Where learning is developmental and will grow with time, repeated practice and assessment provides evidence of progress.

Types of Assessment

Diagnostic Assessment (Pre-Testing) – takes place prior to instruction; designed to determine a student’s strengths, knowledge or skills in order to identify student needs. Teachers will communicate these results but not include them in the overall grade.

Formative Assessment (Practice) – designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class. Includes: quizzes, initial drafts/attempts, homework, and questioning during instruction. Teachers will communicate these results and provide feedback, but not include them in the overall grade.

Summative Assessment (Assessment of Learning) – designed to provide information to be used in making judgments about a student’s achievement at the end of a period of instruction, including quizzes, tests, exams, quarterly assessments, final drafts, assignments, projects and performances. Summative assessments provide measurable evidence of learning and therefore will be counted for the overall grade. Reassessment of summative assessments will be required on any score below a proficient level. When reassessment is offered, all students may reassess, regardless of grade on original task/assessment if they meet the following requirements:

- complete all required formative assessments
- complete re-teaching/ relearning activities as determined by the teacher.
- Reassessment is completed within the predetermined timeline
- When tasks/assignments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.

The Role of Formative and Summative Assessment

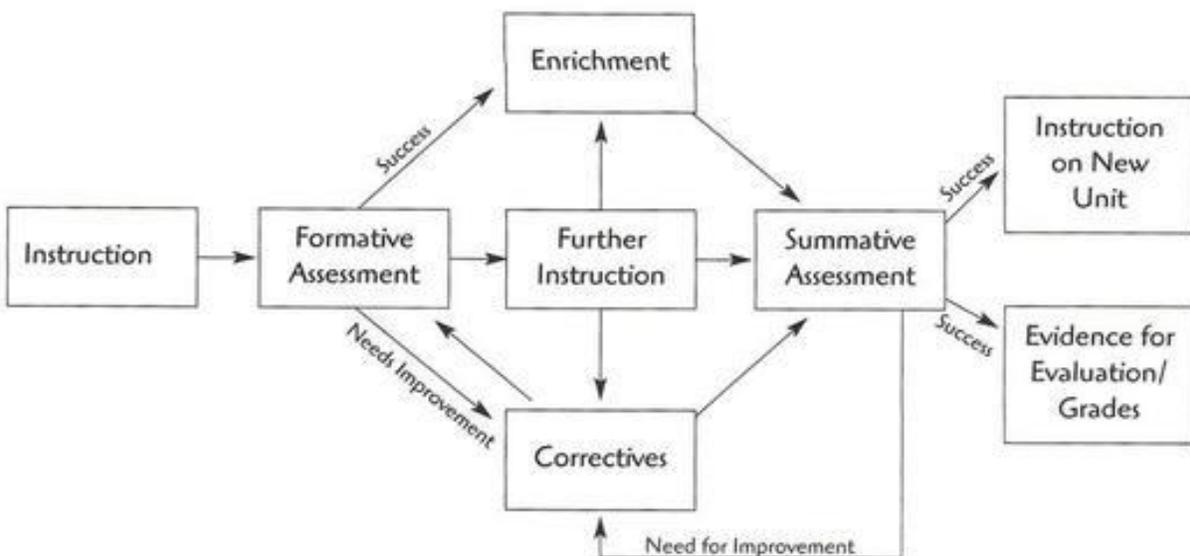


Figure 4.4

Adapted from Guskey, T. R. and J. M. Bailey. *Developing Grading and Reporting Systems for Student Learning*. p. 98, © 2001 by Sage Publications, Inc. Reprinted with permission of Corwin Press, Inc.

Parent Information/Communicating with Parents

How should a student/parent view student grades now that the system of A-F has been replaced by a 4 point scale? What is considered to be an A in the new grading system?

You cannot really compare a traditional grading system to standards-based grading. It is like comparing “apples to oranges”. Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year. A score of (3) is defined as meeting grade level standards and indicates that a student has demonstrated mastery of the skills that were expected to be learned by that point in the grading period.

Is it possible to achieve a grade of 4?

Yes it is. However, a score of (4) indicates performance that is consistently above what is expected for mastery at that point in the school year. Level 4 work would indicate a much deeper understanding of a standard, the ability to apply that knowledge, make connections and extend learning beyond the targeted goal.

If a student is being accelerated in any grade level/subject area with above grade level standards or materials, is that student required to get a 4 on his report card?

By definition, level 4 work reflects higher order thinking, application, connection and extension of targeted goals. While being instructed above grade level is not required in order to achieve a (4), students who are taught above grade level have consistently shown mastery of a subject at their current grade level. Achieving a (4) does not preclude a teacher from suggesting areas for improvement in the comment section of the report card. Receiving a (4) does not guarantee that a student's performance would remain at that level across all reporting periods, or for all course standards.

If a student receives 1's all year, does that mean the student will be retained?

Intervention classes are in place at St. Croix Central Elementary and Middle Schools to support learners who are behind in math and reading. If a student receives 1's or 2's, it means his/her work is not yet meeting grade level standards. A number of academic interventions will be offered to those students who are struggling to meet the established standards. Grade level retention is not a practice that is generally supported by research.

How will I know if my child needs help?

Receiving a 1, 2, * or IE (insufficient evidence) on a grade report/report card can be a sign that a student is in need of extra support in the areas where they are receiving low marks. This is one benefit of a standards-based report card, areas in need of support are clearly evident.

Organizing the grade book

- Grade books should be organized by learning standards instead of categories such as tests, homework, etc.
- Grades are determined based on clear expectations of learning targets for students. Individual teachers will use different marks or a combination of marks while recording evidence of learning. Teachers may use percentages, points, checklists, and rubrics. Most teachers will use a combination of scoring methods depending upon the assignment.

Including factors in the grade

- Reported grades are based on achievement only.
- Credit is not awarded merely for completion of work.
- Cheating, late work, and missing work is recorded as “incomplete” or “insufficient evidence” rather than as zero.
- Borderline grade cases are handled by collecting additional evidence of student achievement.

Considering assessment purpose

- Student work is assessed frequently (formative assessment) and graded occasionally (summative assessment). “Scores” on formative and other practice work (e.g., homework) are used descriptively to inform teachers and students of what has been learned and the next steps in learning. Reporting grades are based on summative assessments.
- Some assignments will be graded and some will not. First attempts and beginning practice should be corrected but no mark given. This gives students opportunities to learn new skills in a risk-free setting. Only after a skill has been taught and practiced should grades be kept in a grade book. Multiple opportunities should be given for each student to master a standard. In general, 3-5 pieces of successful evidence should be collected to determine mastery.
- There are some areas where evidence could be based solely on teacher observation such as in the indicator “selects a variety of reading materials.”
- Effective teachers provide multiple opportunities to learn. Most often the consequence for a student who fails to meet the standard is not a low grade, but the requirement to resubmit his or her own work.

Considering most recent information

- Most recent evidence replaces out-of-date evidence when it is reasonable to do so.

Summarizing information and determining final grade

- To determine a quarter grade, teachers collect evidence of student learning through daily work, observation, and assessment. This evidence is used to determine whether the student has fully mastered the skill or needs additional time and re-teaching.
- Final reporting grades should be determined by considering at least three pieces of recent evidence. Student should be able to consistently show proficiency.
- If consistency is not found in the three pieces of evidence, more evidence is needed.
- Teachers should use their judgment to determine a grade. If the student did not perform well on beginning assessments or assignments, but the trend is improvement, then they may have earned the higher grade. If the student is inconsistent in performance, teachers should consider the unlikelihood of the student consistently demonstrating mastery.
- Teachers must utilize all gathered evidence which includes observation, daily work, and assessments to make a judgment about the child’s academic performance.

Grading Practice	Beginning	Developing	Fluent
Grade book organization	All assessment data are cumulative and used in calculating a final summative grade. No consideration is given to identifying or using the most current information.	More current evidence is given consideration at times, but does not entirely replace out-of-date evidence.	Most recent evidence replaces out-of-date evidence when it is reasonable to do so.
Grade book factors	<p>Overall summary grades are based on a mix of achievement and non-achievement factors (e.g. Timeliness of work, attitude, effort, cheating). Non-achievement factors have a major impact on grades.</p> <p>- Extra credit points are given for extra work completed, without connection to extra learning.</p> <p>- Cheating, late work, and missing work result in a zero (or a radically lower score) in the grade book. There is no opportunity to make up such work, except in a few cases.</p>	<p>Overall summary grades are based on a mix of achievement and non-achievement factors but achievement counts a lot more.</p> <p>- Cheating, late work, and missing work result in a zero (or lower score) in the grade book. But, there is an opportunity to make up work and replace the zero or raise the lower score.</p>	<p>- Overall summary grades are based on achievement only.</p> <p>- Cheating, late work, and missing work is recorded as “incomplete” or “not enough information” rather than as zero. There is an opportunity to replace an “incomplete” with a score without penalty.</p>

Grading For Learning--Do's and Don'ts

(Adapted from the work of O'Connor, How to Grade for Learning)

Do	Don't
<ul style="list-style-type: none">• Do give plenty of risk-free opportunity for practice;• Do use "I" for missing or incomplete work;• Do look for a pattern of achievement over time• with the emphasis on improvement;• Do see effort and attitude as behaviors;• Do see any absence, regardless of reason, as an absence from learning;• Do look at all work, whether late or not, as evidence of achievement• Do expect work turned in on time;• Do use regular assignments and assessments as evidence of learning;• Do provide cooperative learning opportunities;• Do establish behavior consequences for academic dishonesty;• Do review assessments for validity, reliability, and bias;• Do know and understand the standards you're teaching;• Do use formative assessment for improving learning and instruction;	<ul style="list-style-type: none">• Don't include scores on homework and practice in reported grades• Don't use zeros.• Don't accumulate evidence over time and use all of it.• Don't combine effort and attitude with achievement.• Don't distinguish between excused and unexcused absences except as a behavior.• Don't assign late penalties as part of the reporting grade• Don't forget to assign consequences for behavior.• Don't give extra credit or bonus points to be included in this evidence.• Don't use group scores as part of grades.• Don't apply academic penalties for academic dishonesty.• Don't base grades on poor quality assessments.• Don't base grades on unclear performance standards.• Don't use formative assessment as part of reporting grades.• Don't ask students to correct other student's work.• Don't ask students to call out other student's scores publicly.

The Purpose of the Report Card

The purpose of the report card is to report separately:

- Student achievement based on content standards
- Student social development and work habits

It is important that grades are accurate in describing what students know and are able to do in terms of academic standards. When we include things like effort, participation, or adherence to school rules in grades, grades are essentially broken. To accurately communicate to students and families specific information about achievement, grades must be a pure measure of student achievement. Other behaviors that promote learning like social development and work habits are important, but they need to be reported in a separate section.

Tracking Student Progress: *Examples of Record Keeping Tools*

When students share what they know about their progress as learners, they develop insights into their own learning. By reflection on their learning, students are learning more deeply, they will remember longer and it is the learner, not the teacher, who is doing the work. Provide opportunities for students to look back on their journey- to see where they have been and how far they have come. Set up a system that lets them track their learning along the way. Ask them to summarize their progress and to comment on it.

Important questions to help students answer

Where am I going?

- Give students a list of the learning targets they are responsible for mastering.
- Show students anonymous strong and weak examples of the kind of product of performance they are expected to create and have them use a scoring guide to determine which one is better and why.

Where am I now?

- Administer a non-graded quiz part-way through the learning, to help both teacher and students understand who needs to work on what.
- Have students identify their own strengths and areas for improvement using a scoring guide.
- Have students keep a list of learning targets for the course and periodically check off the ones they have mastered.

How can I close the gap?

- Give students feedback and have them use it to set goals.
- Have students graph or describe their progress on specific learning targets.
- Ask students to comment on their progress: What changes have they noticed? What is easy that used to be hard? What insights into themselves as learners have they discovered?

Self-Assessment Rubric

Which of these sentences best describes how you feel about the content?

- 4** I could teach a friend or do problems for which I haven't seen examples.
- 3** I can correctly do anything you've shown me without help.
- 2** I can correctly do most things you've shown me without help.
- 1** I can correctly do some things without help.
- I cannot correctly do anything without help.

Adapted from *Classroom Assessment and Grading that Works*, Robert J Marzano, 2006

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Student Motivation

So how do we motivate students in a standards based system? Rick Stiggins believes student involvement is the key. This involves the following:

- Identify for students the standards they are expected to learn
- Build relevancy for why they need to learn them
- Include students in the construction of rubrics and grading expectations
- Include students in the determination of criteria for success (Stiggins)
- Include students in the development of quality assessments (Stiggins)
- Have student set their own reasonable goals for improvement
- Have students keep individual records of their own achievement (Stiggins)
- Have students communicate their achievement through self reflection and student led conferences (Stiggins)

The benefits of student involvement are the following according to Rick Stiggins.

- An enhanced conceptual understanding
- A shared vocabulary
- Students stay in touch with their own progress and growth
- Students are more motivated to learn

Frequently Asked Questions and Answers

What student evidence determines grades?

Teachers carefully consider the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning. Several different types of assessments will be available. Students can retest as many times as they need to, to show they know the concept or skill. Consistent descriptive feedback will be given to let students know what improvements are needed and what they are doing right.

The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.

Why is averaging scores to determine a grade not the best method?

Averaging does not always provide an accurate description of what students have learned. Teachers must consider other central tendencies such as median, mode, or new learning replacing old.

What about extra credit?

Extra credit does not measure learning. In a standards-based system, students are actually able to demonstrate their learning in many different ways and timeframes. In a traditional system in which points determine everything, extra credit and extra points will influence a grade and not reflect any additional learning. In a traditional system in which extra points are simply added in to the overall grade, extra points can be earned regardless of whether or not learning may have occurred.

Elementary Standards-Based Grading Definitions

Diagnostic Assessment (Pre-Testing) – takes place prior to instruction; designed to determine a student's strengths, knowledge or skills in order to identify student needs. Teachers will communicate these results but not include them in the overall grade.

Formative Assessment (Practice) – designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class. Includes: quizzes, initial drafts/attempts, homework, and questioning during instruction. Teachers will communicate these results and provide feedback, but not include them in the overall grade.

Summative Assessment (Assessment of Learning) – designed to provide information to be used in making judgments about a student's achievement at the end of a period of instruction, including quizzes, tests, exams, quarterly assessments, final drafts, assignments, projects and performances. Summative assessments provide measurable evidence of learning and therefore will be counted for the overall grade. Reassessment of summative assessments will be required on any score below a proficient level. When reassessment is offered, all students may reassess, regardless of grade on original task/assessment if they meet the following requirements:

- complete all required formative assessments
 - complete reteaching/ relearning activities as determined by the teacher.
 - Reassessment is completed within the predetermined timeline

- When tasks/assignments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.

Characteristics of Successful Learners

(Non Academic Behaviors)

While we believe that work habits and social development criteria should be reflected separately on the report card, they are still a very important part of communicating to parents about their child's progress. While these are process factors, rather than results, they contribute to achievement and are valued both in school and in the wider world. Reporting on such habits communicates information to parents about whether their child is working hard, or hardly working. By including habits as a separate reporting category, teachers can more honestly communicate about such matters as behavior, participation and completing assignments without distorting a student's actual achievement in learning.

Reporting progress for students not at grade level.

All students will be assessed and reported on achievement of grade level standards on the report card. For students who are well below grade level this provides a realistic representation of how they are performing independently at their grade level. Special Education teachers will also provide a progress report based on IEP goals. In addition to standard level reporting, there will also be a mark to show progress.

- **On Track**—based on what has been taught and assessed, the student is on track to master the standard by the end of the year.
- **Progressing** – based on what has been taught and assessed, the student is moving quickly toward becoming proficient, and should be expected to meet standard **with additional time**.
- **Inadequate Progress** – Based on what has been taught and assessed, the student has not demonstrated that s/he is on track to master the standard by the end of the year. For third trimester, this symbol represents that the student has NOT demonstrated master of the standard in its entirety.

Frequently Asked Questions

What do grades communicate in a standards-based approach?

In Standards-Based Education, a grade is a tool to communicate student's progress. Grades reflect a student's performance based on specific learning criteria. Grades will reflect the student's level of knowledge.

In the current system, a grade represents different criteria, depending on the teacher or the course. The grade may reflect extra credit, class participation, attendance, effort and work habits. Each teacher grades according to what he or she believes is most important, and grading often measures a student's standing relative to his or her classmates. Sometimes, grades are used punitively, which can cause more damage than motivation.

In a standards-based approach, parents and students will see consistent grading standards throughout each school—and throughout the district. Teachers will grade based on what each student has learned and how that student meets standards.

In our Standards-Based Education System, students have multiple opportunities to achieve a standard by retaking a test or portions of a test. What does this teach them about the real world where it's necessary to do one's best?

In the real world, only people who master certain information or skills are able to receive certain privileges. Our new system puts more focus on student learning, and yes, it allows for multiple attempts for success. It's actually a more accurate reflection of real-world experience, where a person must meet a certain standard before receiving certain privileges.

Some "real life" parallels are the ACT, SAT, professional exams—even the driver's test. There are no penalties for the number of attempts on these tests, but failing them gets expensive and wastes time. A person who truly wants the privilege becomes intrinsically motivated to succeed because he or she wants the benefit that goes with passing the test, i.e., getting accepted into a good college, getting licensure in a certain profession—or driving a car.

And what about cheating and plagiarism? If a student cheats or plagiarizes on a test or assignment, can he or she retake the test or re-do the assignment?

In this case, the school and/or teacher must separate the behavior from the student's achievement. Cheating and plagiarism is an unethical behavior that the district will not condone. Currently, no consistent consequence exists when a student cheats or plagiarizes. The penalty ranges from a lowered grade, a zero, and even suspension. These consequences, however, do not often include completing the assignment appropriately.

When a student does not have to make up the test or assignment, we send the message that the test or assignment wasn't important, and we let him or her off the hook regarding demonstrating proficiency on that standard. In SBE, students will be expected to retake a test or complete the assignment. In addition, they also will receive the appropriate discipline in accordance with building and district policy.

If homework and practice do not count as part of the student's grade, how will we promote the importance of homework? How will we motivate them to complete it and turn it in?

When teachers return homework to students with a grade, most students shove it in their backpack or binder and never look at it again. Imagine the enhanced learning opportunity for the student if instead, the teacher returned the homework with two or three meaningful comments rather than a grade?

As teachers, we realize that homework and practice tied directly to learning targets is an important component of student achievement. So when teachers use homework as a mechanism for extensive and timely feedback to the student, it conveys the message that homework is important and necessary.

Providing students with nonjudgmental written or verbal feedback enables teachers to formatively assess student understanding and provides the student safe opportunities to practice—without judgment.

Why are we allowing students to turn in late work or re-do work without penalty of a zero? How does this teach responsibility and accountability?

In a standards-based system, the emphasis is on learning. When a student doesn't do the work, the inherent consequence is that he or she doesn't learn the content or practicing the skill.

When we do not allow a student to turn in late work or re-do work, we deny that student the opportunity to grow character traits that are vital to student achievement, such as perseverance and persistence.

If a teacher doesn't accept late work, the teacher sends the message that the assignment had little educational value. It's as if teacher is saying, "Hey, it's okay if you don't do the work, and it's okay if you don't learn the content or skill." As professional educators working to prepare students to successfully navigate the 21st century world, we can no longer accept these messages.

Granting a reduced grade or zero doesn't teach responsibility to students who are not intrinsically motivated. It actually allows the student to avoid the accountability of demonstrating what he or she has learned, and it teaches them to shrug off important responsibilities.

Resources and Further Reading

Guskey, T. and Bailey, J. (2001) *Developing Grading and Reporting Systems for Student Learning*. Corwin Press, Thousand Oaks, CA.

Marzano, R. (2000) *Transforming Classroom Grading*. Association for Supervision and Curriculum. Alexandria, Virginia.

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O'Connor, Ken (2002) *How to Grade for Learning: Linking Grades to Standards*. Corwin Press, Thousand Oaks, CA. (Available for check out from district office)

Stiggins, R. and Arter, J. and Chappuis, J. and Chappuis S. (2004) *Classroom Assessment for Student Learning: Doing it Right – Using it Well*. Assessment Training Institute, Portland, OR.

Seven Reasons for Standards Based Grading <http://goo.gl/Cq8F>

StandardsToolBox <http://www.standardstoolbox.com/>