

CUTTING EDGE ASSESSMENT

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Assessment Outline

- Importance of understanding the expectations of the teachers.
- Assessment and reporting needs to be more than a letter grade.
- Our grading policy.



Up Front Expectations

- Recent studies have been done that show a correlation between understanding teacher expectation and achievement. (Black and William, 1998)
 - Many teachers address this issue by posting standards for the students not written in student friendly language.
 - Many failures are caused by the differences in teacher grading policies. (Douglas B. Reeves, Effective Grading)

Our Solution

Students will be informed of expectations at the beginning of the year. Each assessment will have a set of requirements that will be given prior to the lesson. This policy will be held constant for every classroom. An example of our expectations is that all students must maintain a C average. Our daily schedule is set up with a free half hour at the end of each day. If a student fails to meet the schools expectations they will be required to attend a tutor session during the half hour free period until achievement is acquired.

More than a Letter Grade

- ▣ “Adult writers tend to evaluate their success on several meaningful measures, yet most students rely on grades given by teachers to assess their writing abilities.” (Growing Beyond Grades)

Our schools philosophy on grading is based on the student receiving individual feedback through rubrics, written feedback and constructive criticism. In addition, before each unit students will be given a pretest that will be similar to the post test. Teachers will use to as a way to focus the attention on the student improvement rather than the final outcome, and students can use this to also track progress.

Report Carding

Our school will send home mock report cards every four weeks depending on the students progress. Our report cards will be in depth with comments about improvements and areas of deficiency. This will also be a great way to involve the parents with their students learning and create that constant communication between school and home.

“Learning is not as linear as we think it is more episodic.” (6 Burning Grading Issues)

Grading Policies

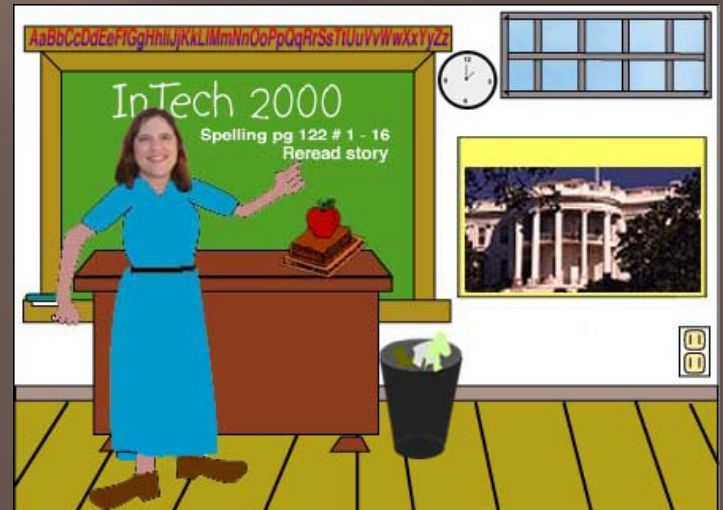
- Danielle Edgar, QHS assistant principal for curriculum, said the policy emphasizes learning and creates consistency in the way grades are determined.” (Grading practices plan gets panned)

We believe that the main goal as educators is to help each student master each and every subject. We also believe that schools are responsible for preparing students for the “real world”. Therefore, attendance and participation will be a part of our grading policy. We have broken down each policy into a percentage of the final grade.

Projects, test, quizzes and presentation will account for 75% of each students final grade.

Completion of the daily work/homework will account for 15% of the final grade.

Attendance/participation will make up the final 10% of the final grade.



With the implementation of our new curriculum
we will be “setting our students up for
success!”

