

2020-21 Grading and Assessment at OMS

The purpose of this handout is to inform parents and guardians about the grading practices at Oregon Middle School.

In the spring of 2010, the Oregon School Board adopted a position paper detailing the School District's direction on grading K-12. The paper articulates the case for changes in our grading practices that are best practice, research-based, and would be a true indicator of student mastery of standards-based content. As such, there are many exciting changes afoot for all in the OSD and certainly for us here at OMS. You can access this position paper on the district's website at <https://www.oregonsd.org/Page/3052>

How will students be evaluated at OMS?

We assess student learning based on standards. A standard is a statement that describes what a student should know and be able to do or demonstrate. Every class at OMS is built upon a collection of standards. Teachers design their instruction and curriculum based on these standards. They, in turn, assess student mastery based on these standards. We communicate student learning of these standards to parents/guardians in several ways:

Throughout the quarter, students will be evaluated two ways that you can monitor in Infinite Campus:

1. Students will receive **formative scores** (1-4 scale) that communicate their daily progress.
2. Students will receive **summative scores** (1-4 scale) based on their mastery of content area standards in each class on their schedule.

At the end of the quarter, students will be evaluated two ways that will be presented on their report cards:

1. Students will receive **reporting standard scores** (1-4 scale). The report card will contain teacher ratings of student proficiency in each course standard addressed in a marking period. These scores are based on summative assessments.

At the end of the semester, students will be evaluated three ways that will be presented on their report cards:

1. Students will receive **reporting standard scores** (1-4 scale). The report card will contain teacher ratings of student proficiency in each course standard addressed in a marking period. These scores are based on summative assessments.

Information about each evaluation area:

Formative Scores

During the stage of learning where students are forming or constructing knowledge, they need to be given regular feedback so that they can continue to correct, adjust, and grow. This cycle of work completion and teacher feedback is called formative assessment. By formative we mean, essentially, practice. This process will occur constantly in the learning stages and will inform instruction for the teacher and student but will not inform the final summative grade. Practice such as homework or formative class work is still mandatory and essential, but will not factor into the final grade. Formative work will be evaluated on a 4-point proficient scale (see figure 1). You will be able to see your student's formative scores for each standard within a class in the Infinite Campus parent portal.

Summative Scores

Students will receive summative assessments that will be evaluated on the 4-point proficiency scale (see figure 1). The term summative assessment refers to assessments that are implemented at the end of a learning experience (for example, tests, exams, final presentations, major projects, etc). The student will have ample practice opportunity and will have reached a time for measuring his or her proficiency to the expected level of performance. Students will be provided with opportunities to re-take summative assessments within a timeframe established by the teacher. You will be able to see your student's summative scores for each standard within a class in the Infinite Campus parent portal.

Reporting Standard Scores

At the end of each quarter, the teacher will assign a score to each standard using the 4-point proficiency scale (see figure 1). The teacher will base this score on the summative scores and evidence collected over the course of the grading period. It is important to note that this score is not based on a mathematical average. For example, a student may receive the following summative scores for a standard over the course of the quarter: 1, 2, 2, 3, 3. If a mathematical average was used, the student would likely receive a "2" (still progressing) for this standard. However, since the student improved and showed mastery by the end of the quarter, he would receive a "3" (proficient). Teachers will place more emphasis on a score earned toward the end of the quarter because these scores are a more accurate picture of a child's current level.

The Oregon Middle School's 4-Point Proficiency Scale:

Used for formative assessments, summative assessments, and reporting standards scores

Proficiency level	Descriptor	Explanation
4	Exceeds expectations or Exemplary	The student demonstrates a deeper level of understanding and a deeper application of skills or analysis of the content beyond grade level expectations.
3.5*		
3	Fully Proficient, meets expectations	Student has fully demonstrated content mastery and skill application of the outcomes for the particular summative assessment at this point in the school year. Expected level of performance.
2.5*		
2	Partial mastery/ still progressing	The student has demonstrated partial mastery of the expected content/skills in the assessment. Partial development indicates a progress with gaps in understanding or perhaps misconceptions. Progress means not yet fully meeting the expected grade level performance.
1.5*		
1	Minimal understanding/ effort shown	Little or no evidence of content mastery of outcomes. Student has large gaps in understanding/application and is able to show success only with significant adult assistance.
IE	Insufficient Evidence	The assessment was not completed or turned in, or there was not enough evidence available for the teacher to determine a score.

*The .5 Steps: Indicates student has demonstrated mastery of the preceding level and has shown significant progress toward the next level of proficiency without yet fully attaining it.

Figure 1

Frequently Asked Questions:

Q: How does this fit with the OSD K-12 vision of assessment?

Presently, parents/guardians will notice the following:

- K-8 implementation of the 4-point proficiency scale based on standards
- K-12 implementation of the learning skills ratings (C-S-R).
- K-12 distinction between formative work and summative work

Q: Can I follow this on Infinite Campus teacher grade books?

Yes. The Infinite Campus grade book is a wonderful tool for parents to monitor student progress. If you do not already have access as a parent/guardian to access the Infinite Campus Parent Portal, please contact Jennifer Hansen the district registrar, at jrhanzen@oregonsd.net .

Q: What are some questions I could ask my child about her report card?

- In which standards do you think you are proficient? Why?
- In which standards do you think you are not yet proficient? Why?
- What do you need to help you become proficient (or exceed proficiency) in a standard?
- Are you choosing to pursue re-take opportunities? Why or why not?
- How can I support you at home?

Q: What about students who receive special education services?

If a student's IEP (Individualized Educational Program) calls for modification to curriculum or instruction, the student may be evaluated to a standard that would be consistent with IEP goals. There will be additional information about your child's learning in his or her quarterly progress report.

Q: What is the "IE" code? I haven't seen that before.

"IE" stands for "Insufficient Evidence". It means that the teacher was unable to assign a score for a standard because he or she did not have enough evidence to assess the student's learning. This usually means the student has missing work or was absent for an extended period of time. If your child receives an "IE", they should ask the teacher what needs to be completed.

Q: Why don't some of the standards on my student's report card have standard scores?

Not every standard will be evaluated every quarter. If the box is blank, that means the standard was not assessed that quarter.

Q: Some of the classes on my student's schedule don't have standards. Why?

Our intervention classes do not have grades or standards because the purpose of these classes is to support student performance in other classes. Some classes that fall into this category are Literacy Skills and Math Lab. For these classes, teachers might only include comments.

Q: My daughter earned a “3” or “4” on every standard in one of her classes first quarter. Since she is already proficient, what is she going to do the rest of the year?

What students need to know and be able to do in relationship to each standard becomes increasingly more difficult or complex as the year progresses. For example, a student might be expected to demonstrate a skill with less support from the teacher later in the year than in the beginning. The score your student receives each quarter reflects his or her performance in relationship to where we want students to be at that point in the year.

Q: How can a student earn a 4?

Students must display mastery that exceeds grade level standards (expectations). Teachers will often times need to define the next level of challenge for students so that they are aware of the pathways available for demonstrating such mastery. This creates a meaningful context and an incentive for students to accept challenges. It is possible that a given assignment does not lend itself to demonstrated mastery that exceeds, in which case a 3 would be the top score possible.

Q: When are the dates for the quarter and when are grades available?

Quarter	First day of quarter	Last day of quarter: All student work due to teacher	Teacher grades due to office	Last day for a grade change
1	September 8	October 28	November 5	November 19
2	November 2	January 15	January 21	February 4
3	January 19	March 26	April 8	April 22
4	April 5	June 9*	June 10*	N/A

*Dates may change based on snow days

Still have more questions???

We know that a lot has changed in the world of grading since we were in school, and that can lead to many questions. If you have questions and want to learn more, please contact Shannon Anderson, OMS principal, at sla@oregonsd.net or 835-4801.