Lincoln Park High School Assessment Policy

Lincoln Park High School teachers are required to follow the Professional Grading Standards and Grading Practices Guidelines for Chicago Public Schools Teachers (attached), developed by the Joint CTU-CBOE Professional Grading Practices Task Force and adopted in August 2017.

Prior to the adoption of the district guidelines, Lincoln Park High School teachers and staff members developed a comprehensive, school-wide assessment policy (attached). Most teachers/curriculum teams continue to employ elements of the school-developed policy.
PROFESSIONAL GRADING STANDARDS AND GRADING PRACTICES GUIDELINES FOR CHICAGO PUBLIC SCHOOLS TEACHERS

*Developed by the Joint CTU-CBOE Professional Grading Practices Task Force
Adopted and Published August 15, 2017*
CTU-CBOE PROFESSIONAL GRADING PRACTICES TASK FORCE

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44-33.1. Teachers Grading Responsibilities. Teachers are responsible for regularly assessing student progress, notifying students and parents of student progress and for determining students' grades in the subject area or activity for which the teacher is responsible. Teachers shall exercise their independent professional judgment in developing their grading practices. They shall determine the number, type, weighting and frequency of student assignments and tests or other assessments that are used to determine individual course grades. In making that determination, Teachers shall follow the grading guidelines established in ___.2 and district policies on grade changes, grade point averages and grade band values in accordance with Article ___.2. Teachers' grading practices must be published at the beginning of the course and must be clear to students, parents, administration and staff.

44-33.2. Grading Practice Guidelines. CPS and CTU shall form a joint task force of 10 educators (five appointed by CPS and five appointed by CTU) to develop CPS professional standards and guidelines for teacher grading practices, e.g., recommended frequency and sequencing of assessment, number of assessments per quarter etc. These grading practice guidelines shall require a coherent approach to grading practices within schools, grade bands and content teams, the use of CPS electronic parent portal “Gradebook” or other electronic system for housing student grades and notifying students and parents of assignments, assessment and grades. The taskforce shall develop the guidelines by consensus to the extent possible and, where not possible, by majority vote of the taskforce members. The taskforce shall issue guidelines as soon as practicable, but in no event later than May 15, 2017, which principals, evaluators and network administrators shall use to guide and assess teachers’ grading practices.

The Task Force included several teachers, union representatives, central office administrators, high school principals, elementary principals and principals in schools with specialty programs who worked over a period of 4 months to develop these guidelines. The Guidelines were completed on June 8, 2017. The Guidelines balance the legitimate interests and needs of teachers, principals, students and parents.
INTRODUCTION

In accordance with the collective bargaining agreement between the CTU and CPS, a joint task force has developed CPS professional standards and guidelines for teacher grading practices. Teachers shall follow the grading guidelines when developing grading practices. Teachers’ grading practices must be published at the beginning of the course and must be clear to students, parents, administration and staff. Principals, evaluators, and network administrators shall use the CPS professional standards and guidelines to guide and assess teachers’ grading practices.

Grading is a foundational element in an education system. The primary function of grading is to provide feedback related to student academic achievement expressed through the Illinois Learning Standards\(^1\) and/or learning objectives for each course of study undertaken. Grades are captured through formative and summative assessments and are intended to represent a fair and honest indication of a student’s present level of academic mastery at a given point in time.

Grading serves the following purposes:

1. Evaluate the quality and accuracy of student work and overall performance at various stages of a particular course;
2. Creates opportunities for reflective dialogue and communication among educators, parents, students, and others.
3. Determine student instructional placement and promotion (i.e. accelerated programs, interventions, instructional groupings, etc.);
4. Marks transitions, bring closure and focus effort for both students and teachers (i.e. re-teaching, differentiating, end of quarter, end of semester, etc).

In cases where a school team opts to create or refine school-wide grading policies and practices, school teams must engage in a collaborative process. These policies and practices will conform to the provisions of these Guidelines.

The guidelines developed by the Task Force are organized by the following components that are essential to effective grading practice: 1) Assessments, 2) Frequency, 3) Categories and Weights, 4) Alignment, 5) Specialty Programs, and 6) Resolution of Disputes.

\(^1\) The Illinois Learning Standards are the Common Core State Standards (CCSS).
1. ASSESSMENTS

Assessments are an integral part of the overall grading process and should be incorporated in the Gradebook and/or school grading platform. A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners. Grading practices/grade entry should reflect evidence of both formative and summative assessments over time.

- **Formative Assessment**: Formative assessments are frequent and inform instructional decision-making throughout a marked period of time (i.e. units, quarters, etc.). Formative assessments are also utilized for collegial discussions about instruction and inform shifts in scaffolding and/or pacing within a unit. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

- **Summative Assessment**: Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Summative assessments should demonstrate mastery of final knowledge and skills that were taught throughout the unit (i.e. attainment). Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record.

**Note**: Standardized testing results are not to be entered as grades (i.e. NWEA, TRC, SAT, ISA, etc.).

*A sample list of assessments is in Appendix.*

2. FREQUENCY

Frequency in grading denotes the interval at which grades are entered and the total amount of grades entered over time for each subject category to ensure that student performance is captured fairly and accurately throughout each marking period/semester.

In accordance with the CPS professional standards and guidelines for teacher grading practices, teachers determine the number and type of grades entered in line with the following:

- Grades are entered on a weekly basis in the Gradebook or district approved school grading platform.
- In cases where special circumstances prevent a full instructional week (3 or less instructional days due to holidays or other interruptions that result in a significant loss of instructional time), teachers are to determine grade entry in consultation with the principal.
- Every category needs to show a sufficient number of grades to assess student achievement both at progress reports and end of the quarter.
- Grades for the agreed upon categories should be balanced and a fair representation of student performance across multiple categories to ensure that students are supported
appropriately throughout the quarter/semester.

- Ensure that parents and students can review grades in time for students to recover before the grading period ends.
- During the last week of the quarter, teachers shall have a reasonable number of days to complete final quarter grade entry.

**Notes for Elementary Science and Social Studies:**

- Grades are to be entered every two weeks for elementary non-departmentalized science and social studies classes, which have a lower number of required instructional minutes in comparison to other core instructional minutes or do not meet on a daily basis. (e.g. In K-5, CPS requires 600 minutes for literacy per week versus 150 minutes for social studies per week).

**Notes for Non-Core:**

- Grades are to be entered on a weekly basis for high school non-core subjects.
- Grades are to be entered every two weeks for elementary non-core subjects (including: health, music, art, computer, drama, library, physical education, etc).

### 3. CATEGORY/WEIGHTS

Educators need to be mindful of the categories and weights of grades in order to result in final grades that communicate a student’s performance, both in terms of growth and attainment. The end goal is to measure student learning and academic growth as well as communicate academic achievement based on curricular standards and objectives.

**Grade Categories**

- Teachers need to have categories in order to enter grades. These can be customized or teachers can use the CPS default categories. However, adjustments to categories cannot be made during the course of a quarter, only at the end of a quarter/semester. Customization of categories shall reflect alignment to the key components of an instructional program/curriculum requirements by subject.

- Categories are to be created to capture both formative and summative assessment types separately. (See Appendix for types of assessments)

- There is to be a sufficient number of grades entered per each established weight category to be able to calculate an accurate overall average for each core subject area.

- In elementary schools, a variety of categories (at least 3) determined in each grade-level (1-2, 3-5, 6-8), and “non-core”/specials classes such as: Art, Music, Physical Education (at least 2).

- High school course teams will determine which categories they will use (at least 3).

- No single category shall be weighted more than 50% with the exception being non-core/specials classes in elementary school. (See frequency for a minimum number of grades per category per week).
Course (HS) and grade-level (ES) teams in each course/grade-level use the same category/weights as their team members to ensure consistency. This process should be collaborative to help gain consensus of the full team. Teams should be able to show evidence of consensus reached.

**Weight Percentages** assigned to each category within each subject is to be logically distributed and weighted by significance to equitably reflect the curriculum, assessment, instructional practices aligned to the course to average a final grade at the end of each quarter.

- Category weights are to reflect the complexity of tasks, assignments, or assessments to accurately demonstrate student learning.
- Categories for Participation and Homework are not to individually account for the majority of a summative grade.
- To encourage student success, students shall be allowed the opportunity to recover and improve.

NOTE: In cases when a teacher develops distinct categories and weights apart from their course/grade-level teams, those categories and weights are to be developed in consultation with the Principal.

### 4. ALIGNMENT

The State of Illinois and Chicago Public Schools have adopted the Illinois Learning Standards. Therefore, grades are to align with standards, curricular goals, objectives, lesson content, and/or assessments; therefore, creating a direct link between what is taught, what is measured, and a student’s grade.

Assignments and assessments are measured using clear criteria that connect with the standards-based objectives (or in cases of severe and profound programs - objectives outlined in an IEP) and be communicated to the students in advance of the assignment and assessment. The net result, once grades are entered, is a grade that captures student performance on actual standards or curricular goals and not on disconnected or compliance-oriented tasks.

Therefore, schools should engage in meaningful and collaborative dialogue on how the categories and weights in Gradebook and/or district approved school grading platform are intentionally aligned to reflect the key components of the instructional program and standards or curricular goals taught in order to measure student growth and progress, and communicate academic achievement.

**Criteria for alignment:**

- Reflect varying levels of complexity in tasks, text, assignments so that grades reflect a difference between memorization of rote facts and depth of knowledge and understanding (See Bloom’s Taxonomy, Hess’ Cognitive Rigor Matrix, or Depth of Knowledge Framework in Appendix).
- Align Gradebook and/or district approved school grading platform to programmatic requirements (IB, STEM, STEAM, competency-based grading, etc.) (See specialty grading section)
● All grading around the grade category of participation is to align to explicit criteria derived from the [CCSS Speaking & Listening Standards](#) or for high schools program specific criterion. In the case of non-core disciplines (i.e. music, art, physical education, library, technology, CTE, etc.) when CCSS Speaking & Listening standards may not be applicable, participation grades shall align to performance standards defined for the specified discipline.

● Separate academic from non-academic factors in Gradebook and/or district approved school grading platform. Student conduct is not to be considered a factor when assigning grades for academic performance.

## 5. GRADING IN SPECIALTY PROGRAMS

Schools that offer specialty programs (e.g. International Baccalaureate, Montessori, Gifted, or CTE) must develop and implement a grading and assessment policy that is consistent with the guidelines and expectations outlined by their supporting organizations in order to maintain a legitimate and accredited program.

In schools piloting programs (e.g. Competency Based Learning/Personalized Learning), grading and assessment practices should be developed in consultation with the Principal.

In accordance with the [CTU Collective Bargaining Agreement](#) and the [CPS Professional Standards and Guidelines for Teacher Grading Practices](#), all teachers in schools offering specialty programs or pilot programs must publish grading practices at the start of the school year. These grading practices must be clear to students, parents, administration and staff.

## 6. DISPUTE RESOLUTION

In the event of a dispute regarding application of school grading policies, the PPC and the Principal should meet and try to resolve the dispute collaboratively through consensus building. In the event consensus cannot be reached, the matter may be subject to strategic bargaining for resolution.


Appendix

Formative and Summative Assessments

In short, formative assessment is all about forming judgments frequently in the flow of instruction, whereas summative assessment focuses on making judgments at some point in time after instruction (Roskos and Neuman, 2012). Below are some examples of formative and summative assessments, which can be used to ensure students are meeting the learning objectives.

- Retellings (formative)
- Cloze tests (formative)
- Self-Assessment surveys (formative)
- Discussion Group Assessment Checklist and Responses (formative)
- Teacher – created quizzes (formative)
- Checklists (formative and summative)
- Reading Logs (formative and summative)
- Projects (formative and summative)
- Departmental Teacher Surveys of Student progress (formative and summative)
- Rubrics (Holistic and Analytic) as a tool for assessing work (formative and summative)
- Portfolio collection (formative and summative)
- Teacher – created tests (summative)
- Unit tests (summative)
- Performance Tasks (summative)

Bloom’s Taxonomy

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes, starting from the simplest to the most complex.

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next one can take place.

Verb Use Tool for Teachers
Bloom's Action Verbs
DOK & Bloom's Matrix
Hess' Cognitive Rigor Matrix
Hess' Sentence Stems
Tools for Depth of Knowledge Framework
Lincoln Park High School Assessment Policy

**Rationale:** Grades should represent what a student knows and is able to do in relationship to the course standards. Students best demonstrate their knowledge and skills through major summative assessment. Because our students come from such diverse backgrounds and are at a wide range of points in their academic development, it is equitable to give them multiple opportunities to demonstrate mastery, and mastery is more important than an average of their performance across the course. Formative assessment is practice, and meant to help students make progress toward mastery of the course goals. It is important for students to complete formative assessment, but formative assessment should not be used punitively.

Common language, common structure, and clear expectations is key to a successful assessment policy that communicates to students and families what has been mastered and what still needs to be mastered at any given time—there should be no surprises and little uncertainty about a student’s academic progress and how their grade reflects their academic progress.

- Assessment philosophy – value what students know and can do, and give support and feedback in areas where growth is needed.
- The policy outlined below incorporates this rationale, and takes into account practical concerns about deadlines and the importance of meeting them, and provides some flexibility to teams to determine the appropriate balance between summative and formative assessment.

**Common Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>What the grade represents in relationship to the course standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (100 – 89.5%)</td>
<td><strong>Mastery:</strong> The student demonstrates an in-depth understanding of complex, targeted knowledge and skills for the course by completing advanced applications of course material.</td>
</tr>
<tr>
<td>B (89.4-79.5%)</td>
<td><strong>Proficiency:</strong> The student demonstrates understanding of complex, targeted knowledge and skills for the course.</td>
</tr>
<tr>
<td>C (79.4-69.5%)</td>
<td><strong>Developing:</strong> The student demonstrates understanding of foundational knowledge and skills that support course learning, but is still working to demonstrate understanding of complex, targeted knowledge and skills.</td>
</tr>
<tr>
<td>D (69.4-59.5%)</td>
<td><strong>Beginning:</strong> With help from the teacher, the student demonstrates understanding of foundational knowledge and skills that support course learning, but struggles when working independently.</td>
</tr>
<tr>
<td>F (below 59.5%)</td>
<td><strong>No Evidence:</strong> Even with assistance from the teacher, the student cannot demonstrate understanding of knowledge and skills that support course learning.</td>
</tr>
</tbody>
</table>

Please note: In addition to the CPS Report Card with letter grades that correspond to the scale above, all MYP students (grades 9 & 10) will receive a report card at the end of each semester that communicates a student’s MYP assessment criteria scores for each subject.

**Common Gradebook Categories**

1) **Academic Practice** (Formative Tasks) – up to 30% of overall grade total. It is recommended that the Academic Practice category be updated in gradebook at least every two weeks.

2) **Academic Achievement** (Summative Assessments) – no less than 50% of overall grade total; The Academic Achievement category includes no more than 2-3 major summative assessments per quarter (excluding the final exam), with at least one major performance-based summative assessment.

   - “Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation, or a proposed solution” (MYP Principles into Practice, 85). Performances of understanding are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do” (MYP Principles into Practice, 86).

3) **Academic Behavior** (Work Habits/Nonacademic Factors) – up to 10% of overall grade total; The Academic Behavior category emphasizes the development of the IB Approaches to Learning (ATL) skills, which are the abilities that support students in learning across the curriculum, including Communication, Social, Self-management, Research and Thinking skills. Other factors such as behavior, effort, participation, and extra credit are included in this category; an Academic Behavior grade will be entered regularly for each student. It is recommended that the Academic Behavior category be updated in gradebook at least every two weeks.

4) **Final Exam** – up to 10% of overall grade total
Late Work
Students are expected to complete all assignments (formative and summative) by their due date. In the case of an excused absence, a student will be allotted the number of excused absence days to complete the assignments missed due to the excused absence. In all other cases, if a student does not complete an assignment by its due date the following will apply:

Formative Tasks –
Formative tasks allow students to practice and build the skills and knowledge needed for a course. Because they are essential to the learning process, students are expected to complete formative tasks by their due date and they will receive timely feedback and a grade on formative tasks within one week of when they are due.

If a student does not complete a formative task by its due date:
- a final deadline date will be set within one week of the due date
- the student will be expected to complete the task, or an appropriate alternate assignment in its place, by the final deadline date and will receive a 10% reduction in the grade of the task
- Formative tasks submitted beyond the final deadline date may be accepted at the teacher’s/team’s discretion.

In conjunction with the Lincoln Park High School Academic Honesty Policy, students who copy, plagiarize or misrepresent another’s formative work as their own will not receive credit for the work.

For gradebook purposes, students will receive a “missing” (m) grade until the formative task is completed; if the formative task is not completed, the assignment will remain as a missing grade, which is calculated as a zero in the gradebook.

Summative Tasks –
Summative assessments allow students to show mastery of the skills and knowledge learned in a course. Because they are essential to the learning process, students are expected to complete summative assessments by their due date and they will receive timely feedback and a grade on summative assessments within two weeks of when they are due; for major written assessments (i.e. essays, papers) students will receive feedback within three weeks.

If a student does not complete a summative assessment by its due date the following will apply:
- For in-class summative assessments (i.e. test/exam, timed-writing, etc.) not completed and/or missed due to an unexcused absence on the day of the assessment:
  - the student will complete the assessment on the next day of attendance (the student may receive an alternate version of the assessment at the teacher’s/team’s discretion)
  - the student will receive a 10% reduction in the grade of the assessment
- For summative assessments completed outside of class (i.e. essay/paper, project, etc.):
  - a final deadline date will be set within one week of the due date
  - the student will be expected to complete the assessment, or an appropriate alternate assignment in its place, by the final deadline date and will receive a 10% reduction in the grade of the assessment
- Summative assessments submitted beyond the final deadline date may be accepted at the teacher’s/team’s discretion.

In conjunction with the Lincoln Park High School Academic Honesty Policy, students who copy, plagiarize or misrepresent another’s summative work as their own will be required to complete an alternate summative assessment in its place and will receive a reduction of one letter grade on the assessment. Additionally, one of the following consequences to address the student’s behavior will occur:
- a meeting between the student and teacher and a phone call or email home
- a conference with the student, teacher, counselor, parent, and/or administrator

For gradebook purposes, students will receive a “missing” (m) grade until the summative assessment is completed; if the summative assessment is not completed, the assignment will remain as a missing grade, which is calculated as a zero in the gradebook.
When calculating a zero into a student’s grade, it has a very dramatic impact, particularly in Academic Achievement/Summative Assessments. For this reason, the grade of zero will be used only as a last resort when a student chooses not to complete assigned work. The behavior of a student who continually fails to turn in assignments on time will be addressed with one or more of the following consequences:

- Meeting between student and teacher
- Phone call or e-mail home
- Academic tutoring (from teacher, NHS, departments, learning lab, etc.)
- Behavior modification plan (i.e. getting planner signed, reward system, physical proximity, seating chart adjustment, etc.)
- Conference with student, teacher, counselor, parent, and/or administrator

## Reassessment

The IB emphasizes that schools are responsible for nurturing the excellence of all students by helping students learn from mistakes and failure; assessment for all IB programmes aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance, and improve the teaching process
- promote positive student attitudes towards learning

The purpose of reassessment is to provide students with an opportunity to improve their work in order to show proficiency of course content and skills. Reassessments are a necessary part of the learning process. “True competence that stands the test of time comes with reiterative learning. We carry forward concepts and skills we encounter repeatedly, and we get better at retrieving them the more we experience them.” (Wormeli, 2011). Making reassessments a school-wide practice changes the learning culture for students from one where they are trying to earn enough points to pass to one in which they are held accountable for everything they need to know and be able to do. “The consequence for a student who fails to meet a standard is not a low grade but rather an opportunity – indeed, the requirement – to resubmit his or her work.” (Reeves, 2000).

Assessments are opportunities for students to demonstrate learning of content and skills for a course. As a course progresses, assessments spiral so that students have multiple opportunities to practice, show growth, and achieve proficiency on key content and skills. **Students unable to demonstrate proficiency on a summative assessment, meaning they have earned below 80%, will have the opportunity to reassess. At their discretion, teachers/teams may set the reassessment cap above 80% for their course; if a teacher/team sets the reassessment cap above 80%, the adjusted cap will be in place for the entire school year. Reassessment guidelines are as follows:**

1. Students who take advantage of reassessment must do so within a reasonable timeframe, established by the Teacher/Team, and may earn up to the course reassessment cap on the re-take.
2. Based on the Teacher’s/Team’s discretion, students may be required to complete previous/additional formative tasks, make test corrections, and/or complete a Reflection and Relearning Plan (see below) prior to reassessment.
3. An alternate version of the assessment may be used for reassessment.
4. Where improvement is made by the student, the teacher will replace a lower grade with the higher grade from the reassessment.
5. Students may not reassess on late work; additionally, students may not reassess on the following summative assessments:
   a. Final Exams
   b. IB/AP Internal Assessments, DP Extended Essay, MYP Personal Project, CP Reflective Project
   c. Mock Exams
   d. Group Presentations, Group Projects, Group Oral Assignments (i.e. Socratic Seminar)
   e. History Fair Projects, Science Fair Projects
6. Two weeks prior to the end of the semester is the final day for reassessment/re-takes for each semester, with the exception of assessments given within the last two weeks of the semester.

### Reflection and Relearning Plan

(Please note: A teacher/team may modify this plan based on the needs of students.)

1. The steps I took to prepare for the summative assessment were...
2. Topics/areas/skills that I need additional practice on are...
3. The steps I will take for the reassessment are...
4. I will show proficiency on the reassessment by...
References: