

## Holmes' Assessment/Grading Guidelines

### Guiding Principles:

- All academic grading practices must be related to achievement of district and state standards.
- Effort, participation, attitude and other behaviors will not be included in grades unless they are a stated part of the state frameworks/standards. These behaviors should be reflected in the citizenship numeric rubric.
- Assessments are intended to convey a student's level of mastery of essential learnings.

### Summative Assessments:

- Summative assessments are assessments *of learning*. They are intended to measure student achievement at the end of a unit or period of instruction.
  - a. For the 2006-2007 school year, our goal is to develop and administer a minimum of 2 *common summative assessments*. These common assessments will be developed collaboratively by each horizontal content team. Individual teachers may give additional summative assessments as needed. ***All summative assessment must be tied directly to the standards covered.*** Summative assessments may take the form of and/or be a combination of the following: short answer, fill in the blank, multiple choice (MC), essays, constructed response (CR), chapter tests, debates, oral presentations, performance based, or labs.
  - b. The *common summative assessments* must be constructed to adequately measure standards covered (use map testing template materials). The rule of thumb is to use 5-8 questions minimum per standard.
  - c. For constructed response questions or performance tasks, well constructed rubrics that are consistent with the questions and can be used reliably in scoring must be created to assess student responses (suggest using the CDE CSAP assessment rubrics). Some examples of constructed response questions and performance tasks include interpretation of maps, charts, essays, debates, presentations, or projects.
  - d. Students may be given the opportunity to **re-take a common summative assessment** provided the student participates in a plan, do, study, act, with the exception of quarterlies and semester tests.

### Formative Assessments:

- Formative assessments are assessments *for learning*. They are intended to measure student achievement during instruction to inform both students and teachers about the progress a student is making, so that every student is prepared for success on the summative assessment.
  - a. Each *formative assessment* must be constructed to adequately measure the standard or standards covered. These assessments may vary widely in length depending on the content covered, but each question or task should be aligned to a standard covered in instruction. *Formative assessments* could include but are not limited to informal observations, quizzes, teacher questions, worksheets, packets, homework, and oral presentations.
  - b. For constructed response questions or performance tasks, well constructed rubrics that are consistent with the questions and can be used reliably in scoring must be created to assess student responses. Some examples of constructed response questions and performance tasks include interpretation of maps or charts, essays, debates, presentations, or projects.
  - c. Students may be given the opportunity to **re-take** a formative assessment provided they complete a plan, do, study, act, which may include an informal study session with the teacher.
  - d. Not all formative assessments need to be included in a student's grade. **Teachers must make a determination as to when students have received appropriate instruction through practice and study prior to utilizing a formative assessment for grading purposes.**