# Standards-Based Grading Policy

## Syllabus Version

### What is Standards-Based Grading?

NYCDOE defines a standards-based approach to learning as one that provides feedback and next steps to students about whether they are progressing toward a determined set of skills.

In a standards-based course,

- There are a specific set of skills aligned to relevant standards and each standard has a rubric that defines the criteria used to measure progress.
- Completion of a course is based on demonstrating competency in specific skills and standards. Students can revise and retry summative tasks several times over the term to demonstrate proficiency in their courses.

### Standards-Based Grading in Practice

- **Formative Tasks** (daily, assessed but not weighted)

  - Formative tasks are "designed specifically for students to learn [the content] and equip them with the skills and information they need to perform successfully on their [Performance Tasks]" (Feldman, 145).

  - Formative tasks (such as practice assignments, Do Nows, classwork during daily lessons, drafts, etc.) will be entered into PupilPath to show progression and understanding, but will not impact the student's course grade.

  - Formative tasks will still be aligned to standards and assessed on the *EXCEEDING (4), MEETING (3), APPROACHING (2)* and *EMERGING (1)* scale with performance expectations for each to offer feedback to students for improvement.

- **Performance and Culminating Tasks** (minimum of 4-6 tasks per unit, 100% of final grade)

  - Performance Tasks assess one or two standards at a time, while a final Culminating Task assesses many standards and therefore has a bigger impact on a student's final grade.

- A series of Performance Tasks will be assigned during the course of a unit, providing students multiple opportunities to demonstrate proficiency in the standards and building towards a Culminating Task.

- A Culminating Task will be assigned at the end of the learning experience, usually in the form of a "big ticket" assignment, such as a project, exam, or research paper.

### GWHS School-Wide Standards Based Rubric

All tasks that will be used to provide feedback to students are assigned with a rubric.
- All rubrics use *EXCEEDING (4), MEETING (3), APPROACHING(2)* and *EMERGING (1)* with related criteria to offer feedback.
- Some tasks are used to provide feedback about a single skill/standard; some tasks are used to provide feedback on multiple skills/standards.
- Each unit will end in a final assessment and students will be required to pass the unit assessment for the current unit. Students will have multiple opportunities to demonstrate competency on the tested standards.

| GWHS School-Wide Standards Based Rubric | | | |
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| 4-1 | Performance-Based Scale | 100 Point Scale Conversion | Description |
| 4 | EXCEEDING | 100 | Student has exceeded the requirements of the learning target. In addition to level 3 (Meeting) performance, in-depth inferences and applications that go beyond what was taught are evident. |
| 3 | MEETING | 85 | Student has fully met the requirements of the learning target. There are no errors or omissions regarding any of the key information and/or processes (simple or complex) that were explicitly taught. |
| 2 | APPROACHING | 70 | Student has partially met the requirements of the learning target. There are no major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. |
| 1 | EMERGING | 55 | Student has not met the requirements of the learning target. With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes is evident. |
| M | MISSING/ NO EVIDENCE | 45 | Student has not attempted to meet the requirements of the learning target. |

| X | PLAGIARIZED | 45 | Student has presented work that is not their own. Students must redo the assignment with original work. |
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*Note: The intermediate scores of 1.5, 2.5, and 3.5 may be used to show that a student has shown partial competency at the next level of learning and an explanation will be articulated in the feedback section of the assignment.*

## Revision and Late Work Policies

- **Late Work (Missing) Policies**
  - In order to ensure grades are fair and accurate representations of the skills, content, and standards that students have mastered, students will not be penalized for late work.
  - Missing work will be accepted one week following the assignment due date.*
  - In extenuating circumstances, teachers can grant a longer extension.
  - Gradebook Entries for Late/Missing Work
    - "M" (No Evidence) is considered to be "missing, work incomplete."
    - The assignment will be entered into the grading system as a 45 until the assignment is completed.
  - When students return from an absence, they are responsible for asking the teacher for work they missed.
- **Revision Policies**
  - A restorative approach to assessment ensures that all students have opportunities and support to reach mastery of the standards.
  - Students are permitted at least one opportunity for revision.
  - Revisions will be accepted one-week following when the teacher returns the graded assignment unless a request for an extension has been approved.*

**\*No missing assignments/resubmissions are accepted within 7 days of the end of a marking period.**

| Late (Missing) Work Policies | Revision Policies |
|---|---|
| <ul><li>There are no penalties for late work (i.e. no -5 points just for being late).</li><li>Missing work is accepted one (1) week following the assignment due date.</li><li>Teachers can grant longer deadlines in extenuating circumstances.</li></ul> | <ul><li>At least one (1) opportunity for revision.</li><li>Revisions are accepted up to one week after teachers return graded assignments.</li><li>Teachers can accept multiple revisions if they wish.</li></ul> |

> No missing assignments/resubmissions are accepted within 7 days of the end of a marking period.

## Extra Credit

- At GWHS, we will **NOT** award points for participation and effort nor will extra credit be available. We believe that students should be present and focused during class time and that the assigned tasks are valuable and cannot be replaced with extra credit work. However, students will have multiple opportunities to demonstrate their competency of a particular standard or skill.
- Instead, students will have the opportunity for revision and retakes so students have multiple chances to show mastery and improve grades.

## Plagiarism

As per the Citywide Behavioral Expectations to Support Student Learning, GWHS enforces a firm policy regarding cheating, plagiarism and collusion.

- Students who engage in scholastic dishonesty, will have their guardians contacted and receive a score of X (45), which is equivalent to a non-attempt.
- Students will be required to redo the assignment or an alternate assignment of the same skills under teacher supervision.
- Repeated violations of the regulation on scholastic dishonesty could lead to disciplinary action including but not limited to exclusion from extracurricular activities, removal from class and suspension.

## Pupilpath (IO Classroom)

- PupilPath, the student version of IO Classroom, is accessible by both students and guardians to view the assessment scores, schedules, and more.
- At GWHS, we use PupilPath to provide access to the scores students are receiving on standards-based assessments. It shows the standards students are working on in each class and what tasks are being used to measure their progress.
    - Not all tasks are recorded in PupilPath. Sometimes there is informal or transitional feedback provided to students in conference or for the purpose of working on in-class revisions.
    - Progress toward standards on PupilPath are on a 4 point scale and grades are reported on the transcript on a 100 point scale.