



2020-2021

Assessing Student Learning

Inspire Learning. **Unlock Potential. Empower Achievement.**

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LMCSD Statement of Beliefs

The Linn-Mar Community School District believes:

- ❖ All students will learn.
- ❖ All students will benefit from adults understanding the needs of the whole child through understanding of social-emotional health and student safety/security.
- ❖ All students will have multiple ways to access course or grade level curriculum standards.
- ❖ All students will achieve at high levels through evidence-based instructional practices.

Standards-Based Learning Overview

Standards-Based Learning refers to a system of instruction, assessment, grading, and academic reporting based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn.

Course standards explicitly state what students need to know or be able do in order to demonstrate they have mastered the new material. Communication and pursuit of standards are the means through which students are guided to achieve targeted learning goals.

Educational research supports explicit communication of learning goals. The following excerpt is taken from *The Art and Science of Teaching*.

“Establishing and communicating learning goals are the starting place. After all, for learning to be effective, clear targets in terms of information and skill must be established.... For example, the Lipsey and Wilson (1993) study synthesizes findings from 204 reports. Consider the average effect size of 0.55 from those 204 effect sizes. This means that in the 204 studies they examined, the average score in classes where goal setting was effectively employed was 0.55 standard deviations greater than the average score in classes where goal setting was not employed.... For the Lipsey and Wilson effect size of 0.55, the percentile gain is 21. This means that the average score in classes where goal setting was effectively employed would be 21 percentile points higher than the average score in classes where goal setting was not employed.”

Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria, VA: Assoc for Supervision and Curriculum Dev.

Definitions

Listed below are some of the most commonly used terms associated with Standards-Based Learning (SBL).

- **Assessment:** A measurement of student learning. An assessment need not (but may) take the form of a written examination.
 - **Common Assessment:** An assessment of student learning which has been developed collaboratively by teachers in advance of a unit of study in the same course. It is used for the purpose of analyzing the degree to which students have met the stated expectation of learning. Common assessments will have the same format, structure, and level of difficulty, and be used for all sections of the same course.

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- **Final Assessment:** Final assessments may take one of two forms, comprehensive or targeted. A comprehensive assessment is designed to measure a majority of term priority standards for a course. A targeted assessment is designed to measure a limited set of standards for a course. A final assessment need not (but may) take the form of a written examination. Other demonstrations of student learning are acceptable and encouraged where appropriate. Presentations, performances, and final projects are examples of comprehensive assessments that may increase measurement validity for a given area of study.
- **Formative Assessment:** An ongoing assessment measuring the degree to which a student has met the stated expectation of learning or standard. Typical examples include class discussions, homework, and quizzes. Formative assessments inform and drive instruction. Assessments that are designated as formative *do not calculate into a final grade*.
- **Summative Assessment:** A culminating assessment measuring the degree to which a student has met the stated expectation of learning or standard performance. Typical examples include projects, presentations, and tests.
- **Course:** Linn-Mar High School courses are defined in terms of addressed content and learning standards expected of students. Each course approved for credit has been defined by documentation on file with the LMCS D Department of Teaching and Learning and is accessible to patrons of the Linn-Mar Community School District.
- **Employability Skills:** Non-academic behaviors which lead to success that a student is expected to know and be able to demonstrate. Examples of employability skills include responsibility, collaboration, and perseverance.
- **Learning:** Knowledge or skill acquired through experience or study.
- **Letter Grade:** A grade assigned on a traditional scale (A, B, C, D, F). Traditional grades will be calculated from standards scale scores using the master Linn-Mar High School standard conversion scale (page 9).
- **Proficiency Scale:** This grading tool lists the expected performance necessary to meet a standard. A proficiency scale additionally describes levels of learning both above and below *proficient*. Prerequisite skills necessary to meet a standard are described and advanced skills needed to exceed a standard are identified.
- **Proficient:** Student demonstrates that they can meet / have met the requirements of a standard as defined by a written proficiency scale. Proficient is a higher level of performance than is required for passing.
- **Scale Score:** A score associated with a defined level of performance relative to a given standard. At Linn-Mar High School, a standard scale score will be a number on a scale of 1 to 4 (see page 7) representing a unique level of proficiency. Also called a standard mark.
- **Standards Based Learning:** The practice of instructing and assessing students based on standards of what the student will know and be able to do. Assessments provide students the opportunity to demonstrate their progress within the stated standard.

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- **Standard:** A statement of what a student is expected to know and be able to do by the end of a course of study.
 - **Priority Standard:** A statement of essential learning for the course. Most high school courses will have from 3 to 5 priority standards for a five-credit course and from 6 to 10 priority standards for a ten-credit course. Each priority standard may include multiple supporting standards. Student performance on priority standards is recorded and accessible in PowerSchool.
 - **Supporting Standard:** Supporting standards may be used to evaluate student proficiency on priority standards. High school courses may have as many as 20 to 30 supporting standards per course. Supporting standards may or may not be used in a course to contribute to the calculated grade.

Linn-Mar High School Instructional Principles

- 1) Student learning of priority standards is the focus of instruction.
- 2) Professional Learning Communities (PLCs) are crucial for obtaining accurate measures of student progress toward meeting standards while establishing and adjusting instruction as necessary to identify student strengths and areas for growth.
- 3) Academics and employability skills must be taught and assessed separately, meaningfully, and authentically.
- 4) Reteaching and reassessment must be provided for meaningful learning opportunities to meet standards.
- 5) Homework is important practice for achieving standard goals that leads to constructive feedback, student accountability, and use in authentic classroom contexts.
- 6) Student success must be reinforced with *intentional* instruction on academic and employability skills to make sure all students have opportunity to show learning at a high level.

Assessment of Student Learning

Assessment measures the degree to which a student has gained the essential learnings required of a course of study. Standards provide the framework for scale-referenced assessment of student learning.

Why Assign and Report Student Grades?

Assessment is important for many reasons. First, assessment provides feedback to students for measuring progress on defined learning goals. Research on feedback shows an “*average effect size of .79, which is twice the average effect of all other schooling effects.*” (Hattie, 2011) <https://www.visiblelearningplus.com/sites/default/files/Feedback%20article.pdf> Feedback is one of the most consequential means of affecting student learning.

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Second, assessment provides teachers and school leaders information to improve program effectiveness and instructional methods. While not all forms of assessment provide an objective means to analyze and advance student performance, standards-based measures clearly identify where students are succeeding and where they are not. This data assists teachers and schools to make decisions about the effectiveness of programs and methods used to prepare students. Programs and methods that support student success are emphasized, while programs and methods that do not are either adjusted for more positive effect or eliminated.

Third, the assessment and reporting of student grades are important to individuals and organizations outside of the student and their school. Parents use quality information regarding that which a student knows and is able to do to provide home environments to support student progress toward desired learning. Employers and post-secondary institutions use secondary course grades, standardized test scores, and descriptions of student experiences to appraise student ability and work skills. State and national governments use standardized test information, graduation rates, and subject-specific measures of student performance to set policy and evaluate schools.

It is the responsibility of the school to help students gain knowledge and skill, assess student progress, and report meaningful and accurate measures of student ability (grades) to students and others who use the information grades provide.

Measuring Student Learning

Linn-Mar High School is committed to accurately assessing student performance and reporting student proficiency through the use of scale scores and letter grades. This commitment will honor the following principles.

- Assessment policies will be grounded in best practice.
- Grading practices will be consistent across disciplines.
- Course letter grades will have consistent meaning and value across disciplines.
- Course letter grades will be determined similarly across disciplines.
- Course letter grades will be calculated identically for all sections of the same course.
- Course credit will have consistent meaning and value across disciplines.

Calculating Course Grades

Course grades will be determined in the following manner:

- 1) Defined proficiency scales for all course standards will be communicated to students in advance of teaching and measurement.
- 2) Student proficiency on priority standards will be assessed relative to the level definition for each and recorded in PowerSchool as a number from 1 to 4 (called a *scale score*) or INC/NC (incomplete/no credit).
- 3) Scale scores will be converted to a number on a scale of 0-100 for use in calculating the overall course grade. It is not appropriate to convert a 0-100 score or percentage in reverse to a scale score. Converted scores for distinct priority standards will be averaged to determine the final course grade.

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- 4) A final course letter grade will be assigned to each completed course using a traditional A, B, C, D, F grade scale (see page 9). This grade will be recorded for official use on student transcripts and permanent academic records.

Standard Scale for Measuring Student Learning

LMHS STANDARD PROFICIENCY SCALE

Score	Level	Description
4	Exemplary	<p>Student shows in-depth inferences and application in class as taught by the teacher in addition to meeting the standard, such as explaining or demonstrating connections between ideas.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> - real-world application - use of information to solve problems in a different context - demonstration of unique insight or complex understanding - use of advanced analysis skills - demonstration of creative application of skills
3.5		In addition to score 3.0 performance, in-depth inferences and application with partial success.
3	Proficient	Student is able to independently use, apply, and/or demonstrate the standard but may include errors that don't impact demonstration of the standard.
2.5		No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
2	Approaching	Student can demonstrate foundational processes of the standard.
1.5		No major errors or omissions regarding 1.0 content and partial knowledge of the 2.0 content.
1	Beginning	Student recalls vocabulary and/or understands simpler ideas, skills, and concepts.
INC/NC	Incomplete	No evidence demonstrating knowledge of the standard.

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**PROFICIENCY SCALE TO
TRADITIONAL SCALE CONVERSION**

Scale Score	Traditional Score
4	100
3.5	95
3	90
2.5	85
2	75
1.5	65
1	60
INC/NC	INC

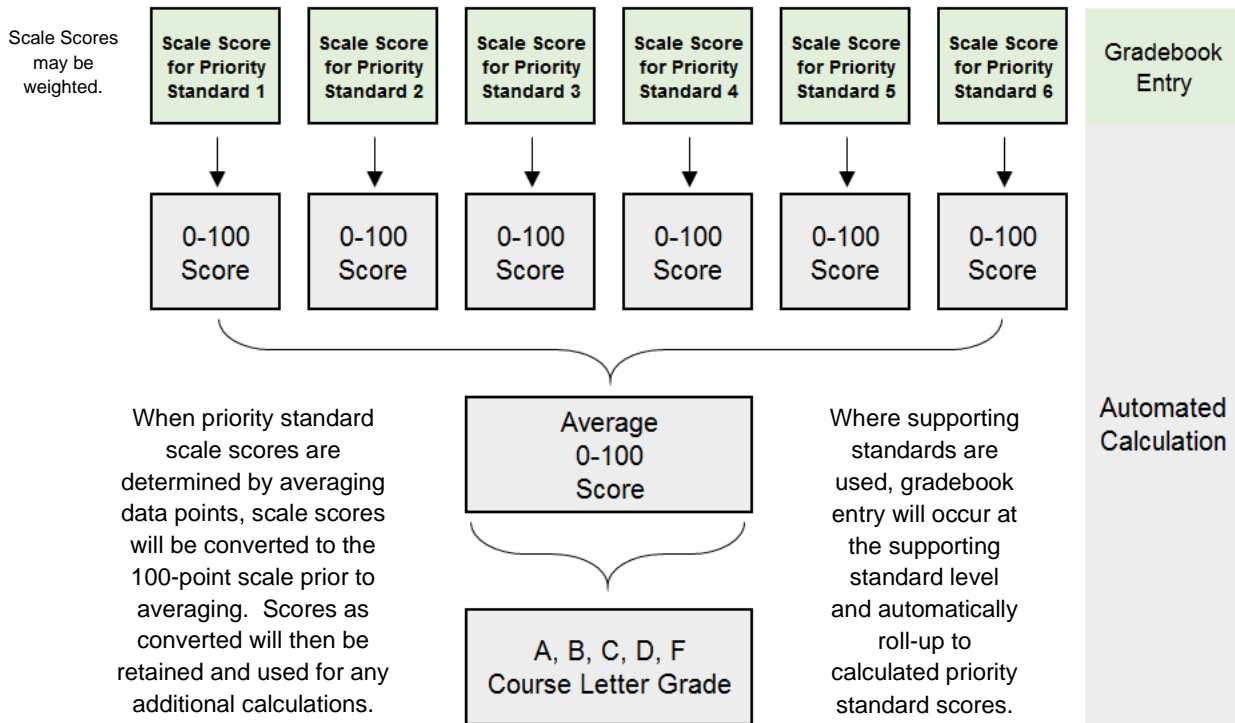
COURSE GRADE CONVERSION

Traditional Score Range	Letter Grade
99 - 100	A+
93 - 98	A
90 - 92	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
73 - 76	C
70 - 72	C-
67 - 69	D+
63 - 66	D
60 - 62	D-
INC or NC on any single Priority Standard	INC

Student must earn a D- or higher for course credit. Student may not earn course credit if one or more priority standards is INC or NC. Students with an unresolved INC grade 14 calendar days past the end of a grading term will be awarded a mark of F (Fail). Advancement to the next level course in a sequence is not recommended for students earning lower than a C-.

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PROCESS FOR DETERMINING COURSE GRADE



Grading Guidelines

Guideline 1:

Entries in the grade book that count towards the final grade will be limited to course or grade level standards. Students must have opportunity to achieve level 4 on any recorded score contributing to the course grade.

Guideline 2:

Students will be allowed multiple opportunities via assessment or remediation to demonstrate understanding of course standards. Students will be allowed opportunity to revise or reassess after demonstrating attention to relearning as necessary to meet the multiple opportunity requirement.

Guideline 3:

Teachers will determine grade book entries by considering multiple points of data emphasizing the most recent data (see page 10).

Guideline 4:

Students will be provided multiple opportunities to practice standards independently through homework or other class work. Practice assignments and activities will not be used in grade calculations.

Guideline 5:

Extra credit will not be given at any time.

Awarding Course Credit

Course credit will be determined using measures of student proficiency on defined course standards. Students achieving a scale score on all priority standards for the course at a level 1 or higher will earn course credit.

Common Assessment Practices for Standards Based Learning

Linn-Mar High School will employ consistent assessment practices in all courses for which high school credit is given. Common assessments will be used for all sections of the same course. Courses within a department will be evaluated using substantially similar grading practices (as established collaboratively at the department level).

Standard practice will be adhered to in the following areas:

- process for use of priority and supporting standards
- use of artifacts as evidence of learning
- multiple measures of priority standards
- remediation, revision, and relearning
- use of INC and NC
- prohibition of extra credit
- deadlines and extensions

Use of Priority and Supporting Standards

LMHS courses are defined by priority standards stating the major performance expectations of the course. Supporting standards combine to define priority standards. A single priority standard may stand alone or be defined by two or more supporting standards.

A student's course grade will be determined by averaging (or weighted averaging) of priority standards. Priority standard scale scores may be determined by using the most recent, calculating the median or mode, averaging supporting standards, or using an alternate method established or approved at the department level. The method of calculation must be communicated to students before assessment. In general, the most recent measure(s) of student performance should be weighted more heavily.

Supporting standards may also be used to determine priority standard scale scores using any of the above methods. Use of supporting standards must be communicated to students in advance of assessment.

Artifacts as Evidence of Student Learning

Student learning will be measured by evaluating learning artifacts. Artifacts may include tests, quizzes, projects, oral examinations, writing samples, or any other exercise that can demonstrate student knowledge or skill. Artifacts do not receive a score as they would in a traditional system. Artifacts are used as evidence of student performance on priority standards. Students receive standard scores that reflect their performance.

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Multiple Measures

All priority standards will be measured a minimum of 2 times. Subsequent measures need not be identical in form to an initial assessment. All summative measures must be the same for all sections of a course in form and substance.

Remediation, Revision, and Relearning

An opportunity for students to improve a priority standard score will be provided for all priority standards. Students will be expected to demonstrate attention to remedial learning before remediation is provided such as: original and/or additional practice, committed use of early session, remediation artifacts, etc.

It is the student's responsibility to produce and complete a remediation plan and assessment no later than ten school days after scoring of and feedback on the initial assessment has been provided in consultation with and approval by the teacher. After ten days, students failing to successfully remediate a Priority Standard to level 1 or higher will be assigned Study Table and a Tier 2 intervention (Tutoring Center or Guided Studies) or Tier 3 intervention (Achievement Studies) until successful.

If a student is at or below a 1 on any Priority Standard (or Supporting Standard at the teacher's discretion), the following Tier 1 support is expected of teachers:

Tier 1 Support - Teacher/Classroom/PLC-Level Intervention:

- a. Communication with student and Learning Center.
- b. Classroom Interventions directly focused on the Priority Standard.
- c. Parent-Guardian Contact.
- d. Study Table and/or Early Session Requests.

Students needing more than Tier 1 support will be advanced to additional Tier 2 or Tier 3 support:

Tier 2 Support - Tutoring Center, Guided Studies placement during scheduled Learning Center time. (Grades 11-12 students will be placed in designated Learning Center area or in the Academic Assistance Center Office during any unscheduled time until above a 1 on the Priority (or Supporting) Standard.

Tier 3 Support – Achievement Studies placement during scheduled Learning Center time. (Grades 11-12 students will be placed in designated Learning Center area or in the Academic Assistance Center Office during any unscheduled time until above a 1 on the Priority (or Supporting) Standard.

Use of INC

INC (Incomplete) will be entered in the gradebook where a student has not yet had opportunity to submit work for assessment. INC grades are most appropriate where a student has been absent or granted an extension to complete assigned work due to medical, 504, or IEP considerations. An INC grade is also appropriate for submission of work not yet meeting level 1 criteria. An INC grade on any single priority standard will result in an overall course grade of INC until resolved.

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Use of NC

NC (No Credit) will be entered in the gradebook to demonstrate failure without reasonable cause to submit work by the expected deadline. An unresolved NC grade on any single priority standard will result in an overall course grade of INC, effectively denying the student course credit. An NC grade may be converted to full academic credit until the end of the grading term. Assignment of an NC grade or grades at any point in a term may affect measures of proficiency related to employability skills.

Use of Zero

A zero does not have a conversion value in the LMHS assessment system. NC or INC are used to communicate that work was either not submitted or submitted below standard.

Extra Credit

Extra credit (credit awarded outside of standards measures to boost a student's grade) is not allowed.

Due Dates and Extensions

Students are expected to meet communicated due dates for work submission. Students who do not meet due dates are to have work recorded as NC in the gradebook until work has been submitted. For those courses that include employability standards in student grades, failure to meet a due date can affect a student's appraised proficiency on one or more employability standards.

Employability Skills

Employability skills <https://iowacore.gov/iowa-core/subject/21st-century-skills/9/employability-skills> are 21st Century skills defined by the Iowa Core. These skills comprise the abilities and learning dispositions that have been identified as being required for success in 21st Century society.

Employability skills include:

21.9–12.ES.1 Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work.

- Work appropriately and productively with others
- Use different perspectives to increase innovation and the quality of work
- Use all the appropriate principles of communication effectively

21.9–12.ES.2 Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.

- Adapt to varied roles, responsibilities, and expectations
- Work effectively in a climate of ambiguity and changing priorities
- Demonstrate appropriate risk-taking

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21.9–12.ES.3 Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals

- Use interpersonal skills to influence and guide others toward a goal
- Leverage the strengths of others to accomplish a common goal
- Demonstrate integrity and ethical behavior
- Demonstrate mental, physical, and emotional preparedness to accomplish the task

21.9–12.ES.4 Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.

- Perform work without oversight
- Use time efficiently to manage workload
- Assess one's own mastery of skills
- Set and achieve high standards and goals
- Engage in effective problem-solving process

21.9–12.ES.5 Demonstrate productivity and accountability by meeting high expectations.

- Deliver quality job performance on time
- Demonstrate accountability for individual performance

Employability skills defined by the Iowa Core may be calculated into a student's overall course grade at a weight of up to 10%. All sections of the same course will use the same employability skills and weighting. Students and parents will have access to employability skill performance through PowerSchool. Teachers may teach, measure, and report on individual student performance on one or more employability skill(s) as appropriate.

Final Assessments

A final assessment (i.e. end-of-term exam) is to be given to students in all courses. A final assessment is not required to be a written exam, but must be delivered to measure comprehensive or targeted prior learning at the end of a course. An assessment of improvement or student retention of course skills and knowledge will be measured relative to communicated priority standards. Standards scale scores determined through assessment of individual test performance may then be used to influence term priority standards scale scores and overall course grades. Final assessments, both targeted and comprehensive, are final summative opportunities for students to demonstrate learning. Reassessment of finals will not be provided.

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Required Evidence of Learning

To adequately assess student proficiency on course priority standards, many summative assessments will be designated as Required Evidence of Learning (REL). The designation of REL will be made at the department level for each individual course. Failure to reach a Level 1 proficiency on an REL artifact for a priority standard will require remediation, relearning, reassessment, and demonstrated Level 1 (or higher) proficiency to earn course credit.

Reassessment policies for three common REL situations are outlined below.

Student scores Level 1 or higher on Required Evidence of Learning (REL).

- 1) Teacher enters assigned scale score in the gradebook.
- 2) If the REL was and will continue to be the only opportunity for a student to provide evidence of learning on the target standard -
 - a) the teacher will provide a minimum of one opportunity to reassess on the standard within 5 days (quarter grading term) or 10 days (semester grading term) of the original assessment.
 - b) the student must demonstrate attention to and effort toward relearning to earn the opportunity to reassess.
- 3) If the REL was not the only opportunity for a student to provide evidence of learning on the target standard -
 - a) the teacher may provide opportunity for artifact reassessment at his or her discretion within 5 days (quarter grading term) or 10 days (semester grading term) of the original assessment.
 - b) the student must demonstrate attention to and effort toward relearning to earn the opportunity to reassess.

Student fails to submit Required Evidence of Learning (REL) on time. Student does not have good cause (sufficient opportunity given, work not submitted).

- 1) Teacher enters NC (No Credit) in the gradebook.
- 2) Teacher may administer behavioral consequence (detention, loss of time release, early session required, etc.) where appropriate.
- 3) Student may assess on the standard until the end of the term.
 - a) If the student does not submit an early-term REL by the end of the term, the student does not exhibit acceptable competence on the required priority standard and fails the course.
 - b) If the REL was due within ten days of the end of the term, the student is given additional time (not to exceed two weeks) to complete the REL.
 - c) If the REL is not submitted by the end of the extension period, the student does not exhibit acceptable competence on the required priority standard and fails the course.
 - d) If the student submits the REL within the described time constraints, the REL is evaluated and the assigned scale score is used as evidence of learning in the determination of the course grade.

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Student does not submit Required Evidence of Learning (REL) on time for good cause (absence, extended time granted, etc.) or fails to achieve a minimum level of proficiency.

- 1) Teacher enters INC (Incomplete) in the gradebook.
- 2) Student may assess on the standard until the end of the term.
 - e) If the student does not submit an early-term REL by the end of the term, the student does not exhibit acceptable competence on the required priority standard and fails the course.
 - a) If the REL was due within ten days of the end of the term, the student is given additional time (not to exceed two weeks) to complete the REL.
 - (1) If the REL is not submitted by the end of the extension period, the student does not exhibit acceptable competence on the required priority standard and fails the course.
 - b) If the student submits the REL within the described time constraints, the REL is evaluated and the assigned scale score is used as evidence of learning in the determination of the course grade.

Special Situations

Credit/Fail, Pass/Fail

Course grades for students participating in Credit/Fail or Pass/Fail courses will be determined as follows:

Credit/Fail – Students may petition to take up to 25 credits of certain graded courses Credit/Fail upon meeting requirements listed in the Linn-Mar High School Student Handbook. A student must receive an average priority standard scale score of at least 2 (course grade of C) for credit. An INC or NC mark for any individual standard disqualifies from credit. The process used by students to apply for Credit/Fail is described on page 14 of the Linn-Mar Student Handbook.

Pass/Fail – Current pass/fail courses include Workplace Internship and select student support services courses. A student must receive an average priority standard scale score of at least 1 (course grade of D-) for credit. An INC or NC mark for any individual standard disqualifies from credit.

Advanced Placement and Concurrent Enrollment Courses

Concurrent enrollment and Advanced Placement (AP) courses will record standards scale scores and calculate high school course grades in the same manner as is done with all other courses for which high school course credit is provided.

Assessment methods in addition to standards-based grading may be used in AP courses to enhance preparation for AP exam sessions, but standards-based methods will be used to determine the student's high school course grade.

A similar expectation applies to concurrent enrollment coursework. Standards-based methods will be used to determine the high school course grade. In cases where a college may require points and percentages to be used to submit for college credit, the college-defined method will be used to calculate the grade for the college and a "P" will be entered on the high school transcript (signifying the student has earned credit under the requirements of a prescribed college grading system).

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Academic Integrity

Academic dishonesty is never acceptable and will not be tolerated. It is unethical for a student to take credit for work that is not their own. Academic dishonesty also denies a student the opportunity to acquire skills necessary to succeed in a given content area and future coursework.

Academic dishonesty will be treated in the following manner:

1. Students will be asked to provide evidence, such as notes, drafts, or other work samples.
2. Students found to have violated Academic Integrity will be subject to the following:
 - When a published work is plagiarized, a letter of apology will be sent to the writer or publication.
 - An NC grade (or grades) will be assigned to the student(s) involved. A single opportunity may be provided for the student(s) to redress and replace the NC with a passing standard scale score through completion of a comparable assessment. Severe infractions of the school's academic dishonesty policy may result in an immediate Fail grade assigned to the student and removal from the course.
 - A letter will be sent to parents and counselor and a behavioral consequence will be assigned to each involved student. Examples of behavioral consequences include, but are not limited to, detention, suspension, loss of time release, loss of good standing, and/or withdrawal from the course without credit. Behavioral consequences will consider the severity of the infraction and be fairly assigned.
 - A second offense in the same course will result in an 'F' grade and removal from the course.

Student Transcripts

There will be no change to the form or function of a Linn-Mar High School student transcript as internal adjustment to grading practice occurs. A Linn-Mar High School student transcript will continue to consist of all courses, credits, and letter grades earned by a student for each year of attendance. Transfer grades will be included where applicable. A cumulative grade point average (GPA) will be calculated and displayed on official transcripts. Individual standard scale scores will not be displayed on official transcripts.

FREQUENTLY ASKED QUESTIONS

Must all levels of proficiency for a given standard be assessed on each assessment?

No, but all levels of proficiency must be assessed at some point in the term to fairly evaluate student knowledge and skill.

If an assessment is not designed to measure a level 4, can a lower score be recorded in the gradebook (i.e. can a score of 2 be recorded when the student has not yet had opportunity to earn a 3 or 4)?

Yes, but it must be exempt from the final grade.

Is a “4” more work?

No. It is a demonstration of a high level of understanding or skill which may involve transfer, applicability, or depth. Achieving a level 4 will not require production of additional artifacts of learning on the part of the student. Demonstration of level 4 proficiency will be made possible through standard measures.

How does homework influence the grade?

Homework may or may not influence a student’s grade. Homework that is “practice” does not meet criteria for summative assessment and may not be used to influence a student’s grade. Homework that is summative (a culminating assessment of the degree to which a student has met the stated expectation of learning or standard performance) may be used to influence the grade. Examples of this might include final essays, research papers, or group projects that require outside-of-class participation.

How does behavior influence the grade?

The Iowa Core lists many positive collaborative and workplace behaviors as valuable and desired *employability skills*. Employability skills listed in the Iowa Core may be calculated into a student’s overall course grade at a weight of up to 10%. All sections of the same course will measure and use the same employability skills and weighting. Behaviors not described as employability skills by the Iowa Core will not be calculated into a student’s overall course grade.

Can different sections of the same course use different summative assessments (summative assessments that are not completely common)?

No. All sections of the same course will use common summative assessments.

Can different sections of the same course use different formative assessments (formative assessments that are not completely common)?

Yes. The purpose of a formative assessment is to inform instruction. It is completely appropriate to address that need in different ways for different teachers of different students.

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Can a score not associated with a standard be calculated into a student's grade?

No. A student's grade will consist only of measures of standard(s) proficiency.

Is an end-of-term, comprehensive assessment required in all courses?

Yes.

What is the result of an unresolved NC or INC at the end of a term?

In the case of an unresolved NC or INC at the end of a term, the student will be denied credit for the course or, if warranted, given up to two weeks of extension to resolve the INC. An unresolved INC grade will be recorded as a Fail grade at the close of an extension. A student may be required to repeat the course in a subsequent term if needed or desired for credit.

How does standards-based learning work with a college credit class?

Concurrent enrollment courses will record standard(s) scale scores and calculate high school course grades in the same manner as is done with all other courses for which high school course credit is provided.

In cases where a college may require points and percentages to be used to submit for college credit, the college-defined method will be used to calculate a final course grade for transcription to the college level and a "P" will be entered on the high school transcript (signifying the student has earned credit under the requirements of a college points and percentages grading system).

How does standards-based learning apply to an AP course?

Advanced Placement (AP) courses will record standard scale scores and calculate high school course grades in the same manner as is done with all other courses for which high school course credit is provided.

Assessment methods in addition to standards-based grading may be used in AP courses to enhance preparation for AP exam sessions, but standards-based methods will be used to determine the student's high school course grade.

AP courses will remain weighted for LMHS grade point calculation purposes as follows: A+, A (5.0); A- (4.67); B+ (4.33); B (4.00); B- (3.67); C+ (3.33); C (3.0); C- (2.67); D+ (2.33); D (2.0); D- (1.67).