

REVISED 2020-2021 DCSD GRADING PROTOCOL

The revised changes are in the naming conventions of the grading categories.

PURPOSE

The DeKalb County School commits to all stakeholders to provide information regarding student progress towards common course expectations along with feedback for next steps and growth areas. Grades will communicate what students know and can do.

The DeKalb County School District (DCSD) Grading Protocol is to ensure that all students' grades are based upon grade-appropriate and standards-based assignments. DCSD reports student progress in 4.5 week intervals each semester. The purpose of the grade reporting is to communicate the student's current level of performance and progress on assignments based upon the four components of the grading protocol. Student grades are expected to reflect an appropriate amount of assessments. There should be a balance of grades in each category based on the units of study. Students should be encouraged to complete work through a variety of school-wide and classroom interventions. For grades and grading practices to be effective, they should be accurate, consistent, and meaningful. The Grading Protocol reflects formative and summative assessments.

DCSD K-12 GRADING PROTOCOL			
Formative & Diagnostic Assessments	Assessment Tasks (Skills & Homework)	Classwork (Guided, Independent, and Group Practice)	Quizzes, Tests & Projects
0%	25%	45%	30%
Examples of Assignments per Grading Category			
DCSD Unit Pre-Assessments DCSD Unit Post Assessments MAP Assessments DCSD Benchmarks	Sponge & Warm Up Exit tickets Quiz Skills Assessment Homework Notebook Checks Journal Prompts Discussions & Oral Presentations	Independent Work Group or Partner Work Performance Assessment Tasks Skills Demonstrations Performance and Exhibitions Demonstrations Portfolio reviews Labs	Quizzes Final Exams Chapter/Unit Assessments Projects and/or Performance Assessments Portfolio Assessments Presentations

NOTE: If the course requires an End-of-Course assessment (EOC), the EOC will weigh 20% of the student's final grade. The remaining 80% of the student's grade is determined by the final average in the course.

GUIDING PRACTICES

The provided guiding practices are used for grading and reporting of all assignments.

- Success Criteria are clear so that students can tell teachers what grade they have earned, even before the teacher grades the assignment.
- Feedback to students is timely so that students can use that information right away to improve their performance on assignments.
- Assignments and grades are based solely on pre-determined and communicated success criteria. Factors like behavior and attendance are not used to calculate a grade on an assignment.
- A variety of assignments and grades should be earned and recorded to accurately reflect a student's progress.
- Students are afforded an opportunity to earn grades distributed equitably among the grading categories with the assigned weights.

SPECIAL EDUCATION AND ENGLISH LEARNERS

Special education students receiving instruction in general education are graded as other students unless the Individualized Education Plan (IEP) makes provision for alternative grading procedures.

Students receiving services as English Learners must have an opportunity for modified instruction and evaluation that relates specifically to a student's stage of English Language Development and provides access to grade level content and skills.

If the grading protocol contradicts any requirements of a student's IEP, the IEP shall provide guidance for the student's progress.

FORMATIVE ASSESSMENT

Formative Assessment is an ongoing assessment that provides information to guide instruction. Formative assessments can either be formal or informal. Formative assessment:

- Provides students with timely feedback
- Provides information to teachers in order to differentiate instruction
- Provides information about students' strengths and weaknesses
- Provides curricular information as students move toward meeting the expectations of the learning targets and success criteria

SUMMATIVE ASSESSMENT

Summative Assessment is a culminating result using assessment information based upon meeting established learning targets. A summative assessment is typically used to arrive at a conclusion of what a student knows and can do. Summative assessment:

- Designed to provide students with an opportunity to be reassessed if they were not proficient on their first attempt
- Designed with clear and descriptive success criteria
- Administered after students have been exposed to feedback from formative assessments during the teaching and learning process
- Administered after opportunities to learn the content and skills have occurred with support from the teacher(s)
- Administered at the end of the learning unit

GRADING PROTOCOL DEFINITIONS

Classwork – a student or group directed independent practice on the standards.

Examples include: skills block, center work, station work, textbook lessons, framework activities, scavenger hunt, etc.

Classroom Discourse – whole-class and/or group discussions in which students talk about math to reveal a deeper level of understanding and their thinking process.

Examples include: skilled questioning, sharing student work, etc.

Composition – a formal writing, which includes an introduction, body, and conclusion.

Culminating Project – a student's demonstration of his/her academic knowledge at an expressed period of time.

Debate/Discussion – an organized discussion or formal exchange of opinion.

Dressing Out – wearing appropriate attire that allows safe and effective movement during the activity, including appropriate footwear.

Final or Culminating Exam – an exam administered at the end of an academic term.

Formal Post Assessment – a test given to students after the completion of a unit or instructional program. It is often given in conjunction with a pre-assessment to measure student achievement and the effectiveness of the program.

Formative Assessment Lesson – lessons for formative assessment, some focused on developing math concepts, others on non-routine problem solving.

Source: <http://map.mathshell.org>

Graphic Organizers – communication tool used that uses visuals to capture knowledge, concepts, skills, thoughts, ideas, and/or relationships among concepts.

Guided Reading – small group reading instruction, which provides differentiated teaching that supports students in developing reading proficiency.

Homework – an assignment given to a student to be completed outside the regular class period.

Independent Reading – students choose materials to read for information or enjoyment.

Interactive Student Notebook – a resource/tool used for class notes and recording of activities. Source: <http://interactive-notebooks.wikispaces.com/>

Journal Prompts/Responses – writing prompts around a topic that requires students to describe, explain, persuade, and narrate. *Examples include:* daily reflection, quick write, etc.

Linguafolio – a performance-based student reflection of their language learning and cultural experiences.

Mathematical Task – a problem or set of problems that allows students to develop or use mathematics. The task is accompanied with a scoring rubric. *Examples include:* learning task, performance task, discovery activities, inquiry-based activities, etc.

Online Digital Resource – tools used to create, collaborate, research, and/or practice. *Examples include:* US Test Prep, First In Math, Gizmos, Reflex Math, Brain Pop, etc.

Oral participation – actively engaged in independently speaking in the language. *Examples include:* discussions, debates, and oral questioning/responses

Oral Questioning – independently question others using the second language.

Participation – actively engaged in the daily activity of the class.

Personal Management – positive compliance with classroom expectations (rules, safety, equipment, etc)

Portfolio – the contents of a student's work. (Note: In world language, it is the culminating activity for each thematic unit.)

Pre-Assessment – a tool to evaluate the readiness of students for further study.

Pre-Test – preliminary test to determine a student's baseline knowledge.

Project – a task or problem in school that takes place over a designated period of time.

Quiz – a short spoken or written assessment about a particular concept and/or skill.

Examples include: online assessment, verbal quiz, written quiz, etc.

Rituals and Routines – an established sequence of actions regularly followed for a specific ritual (any act or practice regularly repeated). *Examples include:* taking notes, turning in homework, showing work, etc.

Skills Assessment – a self-assessment tool that is used to determine whether the student's have learned certain skills.

Story Boards – a panel or series of panels drawn or sketched using thematic language to tell a story.

Student Portfolio – a collection of student work that showcases student's growth over time and/or examples of exemplary work. The student work should capture what students know and can do.

Test – a series of questions or problems designed to assess a specific concepts and/or skills. *Examples include:* online assessment, chapter test, unit test, etc.

Timed Writing – a timed writing focused on a prompt.

Thumbs Up/Down – a common hand gesture used to respond to a question posed in the classroom.

Ticket out the Door – a closure activity and formative assessment tool. Students are asked to describe or explain a major concept of the lesson.

ELEMENTARY PASS/FAIL RUBRICS

Health and Physical Education K-5 Pass/Fail Rubric		
	Pass (100-70)	Fail (69 – 0)
Assessment Tasks (Skills & Homework) <ul style="list-style-type: none"> Cooperation in activities Follows directions Leadership/responsibility 	<ul style="list-style-type: none"> Student cooperates appropriately in class activities without a reminder 70% or more of the time. Student listens and follows directions 70% or more of the time. Student demonstrates positive, responsible, personal and social behavior (i.e. wearing appropriate footwear) 70% or more of the time. 	<ul style="list-style-type: none"> Student cooperates appropriately in class activities without a reminder less than 70% of the time. Student listens and follows directions less than 70% of the time. Student demonstrates positive, responsible, personal and social behavior (i.e. wearing appropriate footwear) less than 70% of the time.
Classwork: Guided, Independent, or Group Practice <ul style="list-style-type: none"> Respect people and equipment Positive attitude Rules/Safety 	<ul style="list-style-type: none"> Student demonstrates appropriate behavior to others and equipment 70% or more of the time. Student exhibits a positive attitude toward task and others 70% or more of the time. Student follows class safety rules and treats equipment with care 70% or more of the time. 	<ul style="list-style-type: none"> Student demonstrates appropriate behavior to others and equipment less than 70% of the time. Student exhibits a positive attitude toward task and others less than 70% of the time. Student follows class safety rules and treats equipment with care less than 70% of the time.
Quizzes, Tests, & Projects <ul style="list-style-type: none"> Observation of skills Written tests Accepts feedback 	<ul style="list-style-type: none"> Student exhibits outstanding performance 70% or more of the time. Student demonstrates content knowledge of standards 70% or more of the time. Student accepts feedback from peers and teacher 70% or more of the time. 	<ul style="list-style-type: none"> Student exhibits outstanding performance less than 70% of the time. Student demonstrates content knowledge of standards less than 70% of the time. Student accepts feedback from peers and teacher less than 70% of the time.

Suggested that each category is assessed once per 4.5 week grading cycle.

Music K-5 Pass/Fail Rubric		
	Pass (100-70)	Fail (69 – 0)
Assessment Tasks (Skills & Homework) <ul style="list-style-type: none"> Active participation Active listening Guided reading Guided writing Singing Playing an instrument 	<ul style="list-style-type: none"> Student demonstrates active participation while singing, playing (instrument), speaking, reading, writing, and listening 70% or more of the time. 	<ul style="list-style-type: none"> Student demonstrates active participation while singing, playing (instrument), speaking, reading, writing, and listening less than 70% of the time.
Classwork: Guided, Independent, or Group Practice <ul style="list-style-type: none"> Active participation in learning Performance of learning tasks Follow directions 	<ul style="list-style-type: none"> Student participates appropriately in class activities without a reminder 70% or more of the time. Student performs learning tasks 70% or more of the time. Student demonstrates engagement in class activities 70% or more of the time. 	<ul style="list-style-type: none"> Student participates appropriately in class activities less than 70% of the time. Student listens and follows directions less than 70% of the time. Student demonstrates engagement in class activities less than 70% of the time.
Quizzes, Tests, & Projects <ul style="list-style-type: none"> Observation of skills Active participation Formative assessments Summative assessments 	<ul style="list-style-type: none"> Student exhibits required performance 70% or more of the time. Student demonstrates content knowledge of standards 70% or more of the time. 	<ul style="list-style-type: none"> Student exhibits required performance less than 70% of the time. Student demonstrates content knowledge of standards less than 70% of the time.

Suggested that each category is assessed once per 4.5 week grading cycle.

Arts (Visual and Performing) K-5 Pass/Fail Rubric		
	Pass (100-70)	Fail (69 – 0)
Assessment Tasks (Skills & Homework) <ul style="list-style-type: none"> Cooperation in activities Follows directions Leadership/responsibility 	<ul style="list-style-type: none"> Student cooperates appropriately in class activities without a reminder more than 70% of the time. Student listens and follows directions more than 70% of the time. Student demonstrates positive, responsible, personal and social behavior more than 70% of the time. 	<ul style="list-style-type: none"> Student cooperates appropriately in class activities without a reminder less than 70% of the time. Student listens and follows directions less than 70% of the time. Student demonstrates positive, responsible, personal and social behavior less than 70% of the time.
Classwork: Guided, Independent or Group Practice <ul style="list-style-type: none"> Respect people and equipment Positive attitude Rules/Safety 	<ul style="list-style-type: none"> Student demonstrates appropriate behavior to others and equipment more than 70% of the time. Student exhibits a positive attitude toward task and others more than 70% of the time. Student follows class safety rules and treats equipment with care more than 70% of the time. 	<ul style="list-style-type: none"> Student demonstrates appropriate behavior to others and equipment less than 70% of the time. Student exhibits a positive attitude toward task and others less than 70% of the time. Student follows class safety rules and treats equipment with care less than 70% of the time.
Quizzes, Tests, & Projects <ul style="list-style-type: none"> Observation of skills Written tests Accepts feedback 	<ul style="list-style-type: none"> Student exhibits outstanding performance more than 70% of the time. Student demonstrates content knowledge of standards more than 70% of the time. Student accepts feedback from peers and teacher more than 70% of the time. 	<ul style="list-style-type: none"> Student exhibits outstanding performance less than 70% of the time. Student demonstrates content knowledge of standards less than 70% of the time. Student accepts feedback from peers and teacher less than 70% of the time.

Suggested that each category is assessed once per 4.5 week grading cycle.

World Languages K-5 Pass/Fail Rubric		
	Pass (100-70)	Fail (69 – 0)
Assessment Tasks (Skills & Homework) <ul style="list-style-type: none"> Active oral participation Active listening Guided reading Guided writing 	<ul style="list-style-type: none"> Student demonstrates active participation while speaking, reading, writing, and listening 70% or more of the time. 	<ul style="list-style-type: none"> Student demonstrates active participation while speaking, reading, writing, and listening less than 70% of the time.
Classwork: Guided, Independent, or Group Practice <ul style="list-style-type: none"> Active participation in learning Performance of learning tasks Follows directions 	<ul style="list-style-type: none"> Student participates appropriately in class activities without a reminder 70% or more of the time. Student performs learning tasks 70% or more of the time. Student demonstrates engagement in class activities 70% or more of the time. 	<ul style="list-style-type: none"> Student participates appropriately in class activities less than 70% of the time. Student listens and follows directions less than 70% of the time. Student demonstrates engagement in class activities less than 70% of the time.
Quizzes, Tests, & Projects <ul style="list-style-type: none"> Observation of skills Active oral participation Formative Assessments Summative Assessments 	<ul style="list-style-type: none"> Student exhibits required performance 70% or more of the time. Student demonstrates content knowledge of standards 70% or more of the time. 	<ul style="list-style-type: none"> Student exhibits required performance less than 70% of the time. Student demonstrates content knowledge of standards less than 70% of the time.

Suggested that each category is assessed once per 4.5 week grading cycle.

FORMATIVE & DIAGNOSTIC ASSESSMENTS

ARTS (VISUAL AND PERFORMING)	ENGLISH/LANGUAGE ARTS	MATH	MUSIC
<ul style="list-style-type: none"> Oral and Written Quizzes Quick Sketches Visual/Verbal Journals Classroom Discourse Performance/Participation 	<ul style="list-style-type: none"> Pre-lesson Discussion Visual Representations 3-2-1 Assessment Misconception Check K-W-L Writer's Workshop Practice and Review Quick Writes 	<ul style="list-style-type: none"> Formative Assessment Lessons from www.map.mathshell.org Pre-Test Interactive Student Notebooks Journal Prompts/Responses Classroom Discourse Thumbs Up/Down Ticket out the Door Student Portfolio Rituals and Routines 	<ul style="list-style-type: none"> Daily Work Performance/Participation Homework
PHYSICAL EDUCATION/HEALTH	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
<ul style="list-style-type: none"> Oral/Written Quizzes 	<ul style="list-style-type: none"> Formal or Informal Pre-Assessments 	<ul style="list-style-type: none"> Pre-Tests Quizzes Tests 	<ul style="list-style-type: none"> Oral participation Oral Questioning Debates/ Discussion Journal/Timed Writing Group/Partner Activities Current Events Authentic listening
CTAE			
<ul style="list-style-type: none"> Pre-Tests Exit tickets 	<ul style="list-style-type: none"> Interactive Notebooks Journal Writing 	<ul style="list-style-type: none"> Pre-lesson discussion 	

ASSESSMENT TASKS (SKILLS & HOMEWORK)

ARTS (VISUAL AND PERFORMING)	ENGLISH/LANGUAGE ARTS	MATH	MUSIC
<ul style="list-style-type: none"> Oral and Written Quizzes Quick Sketches Visual/Verbal Journals Portfolios Classroom Discourse Performance/Participation 	<ul style="list-style-type: none"> Journaling Guided Reading Independent Reading Compositions Extemporaneous Speaking Paired Activities Listing, Charting, Webbing Free Writing Classroom Discourse Pre-Reading 	<ul style="list-style-type: none"> Tasks from www.map.mathshell.org Quiz Classroom Discourse Online Digital Resource Mathematical Task Journal Prompts/Responses 	<ul style="list-style-type: none"> Classwork Daily Work Classroom Discourse Performance/Participation Homework
PHYSICAL EDUCATION/HEALTH	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
PHYSICAL EDUCATION <ul style="list-style-type: none"> Personal Management Skills Assessment HEALTH <ul style="list-style-type: none"> Personal Management Oral/written Quizzes 	<ul style="list-style-type: none"> Skills Assessment Quiz Projects 	<ul style="list-style-type: none"> Journal Entries Checklists Pop Quizzes Concept Mapping Classwork Brain Pop Interactive Notebook Graphic Organizers Study Guide Q&A/questioning 	<ul style="list-style-type: none"> Extemporaneous Speaking Oral Interviews Story Boards Journaling/Compositions Portfolios Independent/Guided Reading Listening Comprehension Activities Linguafolio
CTAE			
<ul style="list-style-type: none"> Bell Ringer Quizzes 	<ul style="list-style-type: none"> Projects 	<ul style="list-style-type: none"> Work Ethic Performance 	

CLASSWORK: GUIDED, INDEPENDENT, or GROUP PRACTICE

ARTS (VISUAL AND PERFORMING)	ENGLISH/LANGUAGE ARTS	MATH	MUSIC
<ul style="list-style-type: none"> Sketches Visual/Verbal Journals Classwork Daily Work Homework Projects Portfolios Performance/Participation 	<ul style="list-style-type: none"> Debates Journaling Think-Pair-Share Socratic Seminar Reflective questioning Four Corners Content Reading Jigsaw Research Advanced organizers 	<ul style="list-style-type: none"> Tasks from www.map.mathshell.org Classwork Interactive Student Notebook Online Digital Resources Journal Prompts/Responses Mathematical Task Graphic Organizers Projects 	<ul style="list-style-type: none"> Classwork Daily Work Performance/Participation Homework
PHYSICAL EDUCATION/HEALTH	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
<u>PHYSICAL EDUCATION</u> <ul style="list-style-type: none"> Participation Classwork Project <u>HEALTH</u> <ul style="list-style-type: none"> Participation Classwork Homework Project 	<ul style="list-style-type: none"> Classwork Project or Performance Homework 	<ul style="list-style-type: none"> Projects Collaborative Work Debates Concept Mapping Graphic Organizers Classwork 	<ul style="list-style-type: none"> Extemporaneous Speaking Questioning/Responses Debates/Discussions Story Boards Journals/Portfolios Guided and Independent Reading Compositions/Essays Listening Comprehension Activities Guided Writing Story Mapping Linguafolio
CTAE			
<ul style="list-style-type: none"> Classwork Performance/Participation 	<ul style="list-style-type: none"> Projects Labs 	<ul style="list-style-type: none"> Homework 	

QUIZZES, TESTS, & PROJECTS

ARTS (VISUAL AND PERFORMING)	ENGLISH/LANGUAGE ARTS	MATH	MUSIC
<ul style="list-style-type: none"> Oral and Written Quizzes Sketches/Portfolios Visual/Verbal Journals Culminating Project Self-Assessments Performance-based Exam Final or Culminating Exam 	<ul style="list-style-type: none"> Portfolios Compositions Self-Assessments Double Entry Journals Culminating Project or Performance Final or Culminating Exam 	<ul style="list-style-type: none"> Tests from www.map.mathshell.org Online Digital Resource Test Project Mathematical Task Final or Culminating Exam 	<ul style="list-style-type: none"> Tests Quizzes Self-Assessments Performance-based Exam Final or Culminating Exam
PHYSICAL EDUCATION/HEALTH	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
<ul style="list-style-type: none"> Unit Tests Quizzes Culminating Project Self-Assessments Performance-based Exam Final or Culminating Exam 	<ul style="list-style-type: none"> Formal Post-Assessment Test Culminating Project or Performance Final or Culminating Exam 	<ul style="list-style-type: none"> Unit Tests Major Tests Common Assessments Formal Interviews Final or Culminating Exam 	<ul style="list-style-type: none"> Story Boards Journals Portfolios/Compositions Listening Comprehension Activities Independent Writing Performance –based Listening, Reading, Viewing Assessments Performance-based Exam Self-Assessments Final or Culminating Exam
CTAE			
<ul style="list-style-type: none"> Unit Tests Culminating Projects 	<ul style="list-style-type: none"> Portfolios Performance Task Assessments 	<ul style="list-style-type: none"> Final or Culminating Exam 	