

Byron CUSD #226

Homework & Grading Policy w/ Implementation Schedule

(full implementation beginning with the 2011-2012 school year)

Committee Members:

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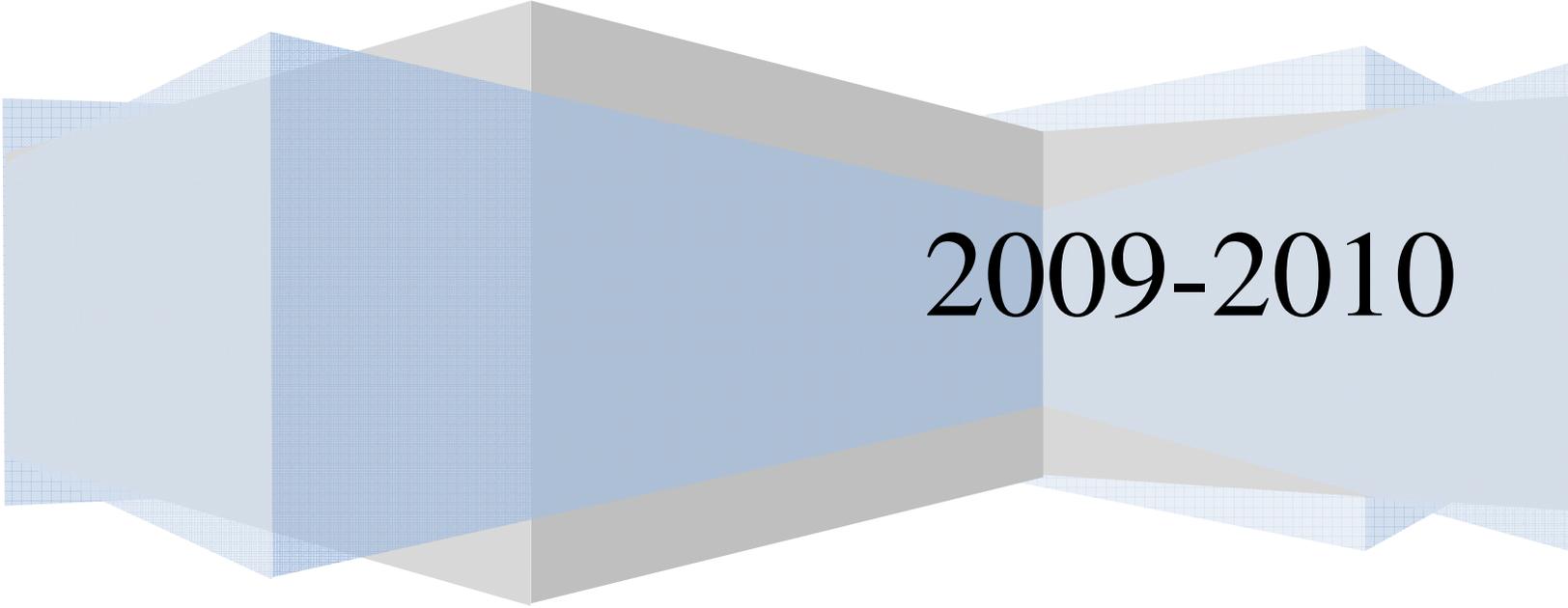
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2009-2010

Byron CUSD #226
Homework Policy
(full implementation beginning with the 2011-2012 school year)

Homework = any **non-summative** work that is done outside of the regular school day without the assistance of school personnel.

Homework is an integral part of the learning process to support, enrich, or reinforce topics covered in class. Homework should be purposeful, directly linked to an identified learning target that is clear to both the teacher and the student, and should satisfy at least one of the following objectives:

1. To provide practice.
2. To check for understanding.
3. For pre-learning.
4. For processing (analysis and reflection).

Homework for practice or preparation for instruction may account for a maximum of 20% of the final grade earned beginning with the 2011-2012 school year. When turned in by the deadline, this homework is given credit. Teachers will use professional judgment to determine the value assigned to partially complete homework. Care will be taken to make practices regarding homework as similar as possible across grade levels (especially at Mary Morgan Elementary) and across identical courses (especially at Byron Middle School and Byron High School).

“The 10-Minute Rule”

- ◆ In general, on most nights, there should be a maximum of 10 minutes per grade level per night (6th grade = 60 minutes).
- ◆ **This is the average time it would take most students to complete the homework.**
- ◆ **It should be understood that independent reading/Accelerated Reader (AR) is additional time, not considered to be homework time.**
- ◆ **Classes that are accelerated or AP may not apply as these classes, by nature, are more rigorous, which in turn requires a greater time commitment.**
- ◆ This is the recommended time to be spent on all subjects combined.
- ◆ This is recommended by the PTA and the NEA and consistent with research.

The Goal of Homework

The main goal of homework is to improve student learning and to improve performance on assessments that occur at the end of the instructional sequence. Homework should be practice and, therefore, feedback on homework should be focused on providing students with information that they can use to improve performance. Quality feedback on homework should provide specific information to the student about how to reach the learning target. All homework need not be graded. Any credit toward a grade earned by homework will be worth no more than 20% beginning with the 2011-2012 school year.

However, all homework should receive feedback that is descriptive, specific, and as immediate as possible. **The type of feedback and frequency of feedback should be consistent within specific grade levels and across specific courses.**

The Teacher's Responsibility

The teacher's responsibility is to assign effective, well-planned homework assignments that aid the student in the mastery of the grade/course level power standards/essential outcomes **or that prepare students to reach future power standards.**

The Student's Responsibility

The student's responsibility is to complete assignments on time and to schedule after-school activities so that they do not interfere with the completion of assignments. The student assumes the responsibility for making up work when absent from class.

The Parents' Responsibility

The parents' role in the homework process should be to provide a positive environment in which to do the work and to ensure that the child does the assigned homework on a daily basis. Parents (or others) should not be so actively involved in their child's homework that they are basically doing the work. Parents should encourage students to do their own homework so that the teacher will be able to gauge from the homework what the student knows and what the student doesn't know. This is impossible if people other than the student are too actively involved in the process. Parents should help their child understand concepts or overcome obstacles but should refrain from becoming too actively involved in the completion process.

The Principal's Responsibility

Each principal is responsible for interpreting this policy to staff, students, and parents. Each principal will see that this policy is implemented to further the education of all students.

Byron CUSD #226

Grading Policy

(full implementation beginning with the 2011-2012 school year)

History

District-wide grading and homework practices were identified as a district improvement initiative in the fall of 2008 to better link grading and homework procedures with best practices in education and to bring consistency to grading practices within and among grade levels and courses.

The essential guiding question was "How do we implement policy that will ensure that the grades assigned to K-12 students are consistent, accurate, meaningful, and supportive of learning?" This work was highly influenced by the work of Robert Marzano, Ken O'Connor, Tom Guskey, Doug Reeves, Jay McTigue, Dylan Wiliam, and Rick Stiggins.

District-wide Grading & Reporting Guidelines and Practices

Guideline 1: Relate grades to the achievement of established power standards/essential outcomes.

- ◆ Use proficiency of established power standards as the basis for determining grades.

Guideline 2: Separate achievement from other dispositions such as effort and participation.

- ◆ Grades should be based on achievement. Other dispositions are important to teach, monitor, and report to parents but should be done so separately from achievement.
- ◆ Grades should be based on individual, not group, achievement.

Guideline 3: Students should be assessed or checked on almost everything they do, but everything that is assessed and/or checked does not need a score, and every score need not be included in the grade/final evaluation of learning.

- ◆ Use rubrics, assessment checklists, and other types of scoring guides to provide feedback on formative performances such as homework.
- ◆ Determine grades largely based on summative decisions, no less than 80% of grade beginning with the 2011-2012 school year based on the preponderance (superior in weight, number, influence, power, or importance) of achievement evidence such as end-of-the-unit assessments and end of course assessments. No more than 20% of the grade should come from other activities such as homework, quizzes, in-class work etc. beginning with the 2011-12 school year.

Guideline 4: When determining grades, use the most accurate information regarding student achievement.

- ◆ Use the most consistent level of achievement, with heavy emphasis on the most recent performance(s).
- ◆ Provide multiple assessment opportunities, whenever possible, for students to show what they know and are able to do.

Guideline 5: Use care when crunching scores to determine grades.

- ◆ When determining grades, consider the “body of evidence” and use professional judgment. Don’t just average scores to compute grades.
- ◆ When averaging scores, give serious consideration to using the median or mode, and avoid using the mean.
- ◆ A teacher using percentages will assign a grade of no lower than 50% to any task or assessment provided the student completes the work using his/her best effort. If the student fails to complete the work by the due date, the teacher will initially enter the result as an “incomplete.” Incomplete work must be completed by a set deadline as determined by the teacher. If the student fails to do so, this work may receive a zero. Work turned in after the due date but by the deadline may be lowered no more than 10%.
- ◆ Work submitted after the deadline may be recorded as a zero.
- ◆ Avoid providing “extra credit” opportunities. Instead, provide “extra assessment opportunities” whenever possible. To the extent possible, one reassessment opportunity will be offered per task/assessment and may require corrective work to be done by the student previous to the reassessment. When learning goals are reassessed, they may be reassessed partially, entirely, or in a different format as determined by the teacher. A reassessment grade will always replace the original grade.
- ◆ To be eligible for a reassessment, a student must meet the following requirements: completion of the original task/assessment, completion of all homework related to the task/assessment, and completion of any assigned corrective measures.
- ◆ End of course/semester exams may not be reassessed. Also, final written reports, oral reports, or performances that replace end of course or semester exams may not be reassessed. It is also possible that unit tests that cover multiple chapters that have already been tested would not be eligible for reassessment.

Guideline 6: Use quality assessments and properly record evidence of achievement.

- ◆ Use assessments that have clear targets, clear purpose, and appropriate match of target.
- ◆ Use appropriate tools to record and maintain evidence of achievement and dispositions.

Guideline 7: Discuss with and involve students in the assessment and grading processes throughout the learning cycle.

- ◆ Ensure that students understand how their grades will be determined.
- ◆ Involve students in the assessment process, record keeping, and in communicating their achievement and progress whenever possible.

Year 1	Year 2	Year 3
2009-10	2010-11	2011-12

Implementation Schedule for District wide Grading and Reporting Practices

Guideline 1: Relate grades to the achievement of established power standards/essential outcomes.

MM	BMS BHS	
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Use proficiency of established power standards as the basis for determining grades in mathematics.

	MM BMS BHS	
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Use the established power standards as the basis for determining grades in English/Language Arts.

	BMS BHS MM (5 th only)	MM (Gr. K-4)
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Use the established power standards as the basis for determining grades in science and social studies.

	MM BMS BHS	
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Use the established power standards as the basis for determining grades in all other “non-core” subjects.

Guideline 2: Separate achievement from other dispositions such as effort and participation.

	MM BMS BHS	
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Grades should be based on achievement alone and not based on other dispositions such as effort, participation, etc.

		MM BMS BHS
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Other dispositions (effort, participation, etc.) will be reported to parents(along with but separately from) achievement.

MM BMS BHS		
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Grades should be based on individual, not group, achievement. Group work is acceptable, but student grades should be based on individual achievement levels.

Guideline 3: Students should be assessed or checked on almost everything they do, but everything that is assessed and/or checked does not need a score, and every score need not be included in the grade/final evaluation.

	MM BMS BHS	
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Use rubrics, assessment checklists, and other types of scoring guides to provide feedback on formative performances such as homework.

		MM BMS BHS
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Determine grades largely based on summative decisions, no less than 80% of the grade by the beginning of the 2011-2012 school year based on the preponderance (superior in weight, number, influence, power, or importance) of achievement evidence such as end-of-the-unit assessments and end of course assessments. No more than 20% of the grade should come from other activities such as homework, quizzes, in-class work etc. by the beginning of the 2011-12 school year.

Year 1	Year 2	Year 3
2009-10	2010-11	2011-12

Guideline 4: When determining grades, use the most accurate information regarding student achievement.

		MM BMS BHS
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Use the most consistent level of achievement, with heavy emphasis on the most recent performance(s).

		MM BMS BHS
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Provide multiple assessment opportunities, whenever possible, for students to show what they know and are able to do.

Guideline 5: Use care when crunching scores to determine grades.

	MM BMS BHS	
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When, and if, averaging scores, give serious consideration to using the median or mode, and avoid using the mean.

MM BMS BHS		
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Assign a minimum score of 50%--rather than a zero—for all types of student work/assessment providing the work is completed with a student's best effort.

	MM BMS BHS	
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Avoid providing “extra credit” opportunities. Instead, provide “extra assessment opportunities” whenever possible as long as students meet the eligibility requirements for reassessment.

Guideline 6: Use quality assessments and properly record evidence of achievement.

		MM BMS BHS
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Use assessments that have clear targets, clear purpose, and appropriate match of target.

		MM BMS BHS
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Use appropriate tools to record and maintain evidence of achievement and dispositions.

Guideline 7: Discuss and involve students in the assessment and grading processes throughout the learning cycle.

MM BMS BHS		
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Ensure that students and parents understand how grades will be determined.

		MM BMS BHS
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Involve students in the assessment process, record keeping, and in communicating their achievement and progress.

Implementation of Other Aspects

Year 1	Year 2	Year 3	Year 4	
2009-10	2010-11	2011-12	2012-13	
MM BMS BHS	MM BMS BHS	MM BMS BHS		<p>Development of standards based reporting system (based on power standards) as a value added model to traditional letter grades at grades 3-12. Grades Pre-K through 2 will develop standards based reporting system without traditional letter grades. Individual grade levels at Mary Morgan can come on line individually when ready if before 2012-13. BMS & BHS courses can give parents supplemental attachments to existing progress reports when ready if before 2012-13.</p>
			MM BMS BHS	<p>Implementation of building-wide standards based report cards that will be uniform in organizational structure, in logic, and in content (in grade appropriate ways).</p>
MM BMS BHS				<p>Investigation/initial pilot of technology/software that will assist with standards based reporting and allow parents 24/7 access to student progress and achievement.</p>
	MM BMS BHS			<p>Further piloting and full staff training on technology/software that will assist with standards based reporting and allow parents 24/7 access to student progress and achievement.</p>
		MM BMS BHS		<p>Implementation of technology/software that will assist with standards based reporting and allow parents 24/7 access to student progress and achievement.</p>
MM BMS BHS				<p>Implementation of the homework “10-Minute Rule.”</p>
MM BMS BHS				<p>Implementation of “No Zeros on Tasks/Assessments.” (See full explanation under Guideline #5 on page 4 of this document.)</p>

Glossary

Achievement - the absolute level of performance

AP – Advanced Placement course offered at high school level

Assessment Checklist – A tool used by teachers to check a student’s work against a pre-established set of criteria

Dispositions -Behaviors such as effort, participation, attendance, ability, improvement, attitude, working well with others, coming to class prepared, arriving to class on time, etc. are very important but not part of a student’s grades. Student achievement and student behavior will be reported separately.

Essential Outcomes – those core standards that all students should know and be able to do as determined by subject/grade level. (See Power Standards)

Exam – a summative assessment (see Test)

Formative – any activity that takes place during the “formation” of a student’s learning, any practice activity (see Non-Summative).

Formative Assessment – Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class

Formative Performance - Any pre-testing/pre-assessment activity that a student participates in such as a quiz, homework, answering of teacher’s questions, or initial drafts/attempts

Grades - The number (or letter) reported at the end of a period of time as a summary statement of student performance (what a child knows and is able to do). End of unit/end of quarter/Semester grades should be comprised of no less than 80% summative assessments (unit/chapter assessments, unit or major performance tasks, mid-term or final examinations, etc.) and no more than 20% formative experiences (homework, quizzes, in-class daily work, etc.) by the beginning of the 2011-12 school year. It should be noted that part of the summative assessment process should be to use all of the data to inform decisions regarding what children know and are able to do. Summative grades should be based on what children know and are able to do based on the preponderance (superior in weight, number, influence, power, or importance) of evidence that has been accumulated. Generally speaking, the best data is probably the most recent data and also summative data. Likewise, if data accumulated during the formative phase indicates that a child knows or is able to do something, this should also be considered as evidence of achievement.

Growth - Improvement by an individual relative to prior performance

Homework - any **non-summative** work that is done outside of the regular school day without the assistance of school personnel.

NEA – National Education Association

Non-core Subjects – any subject outside of math, English, science, or social science

Non-Summative – any activity that takes place during the “formation” of a student’s learning, any practice activity that is not a testing or final assessment activity (see Formative)

Power Standards – those core standards that all students should know and be able to do as determined by subject/grade level. (See Essential Outcomes)

Progress – improvement by an individual relative to a goal or standard

PTA – Parent Teacher Association

Quiz – A check for understanding that is formative or non-summative

Rubric - a type of scoring guide used by teachers that clearly state the learning targets that will be assessed

Scores - The number (or letter) given to any student assessment or performance

Scoring Guide – any type of guide that will aid teachers in giving scores to student assessments or performances (could be formative or summative)

Standards-based Reporting – reporting to parents in terms of what students know and are able to do

Summative – any activity that is designed to provide information to be used in making judgment about a student’s achievement at the end of an instructional sequence

Summative Assessment – Assessment designed to make a judgment about what a student knows and is able to do, including but not limited to final drafts/attempts, tests, exams, assignments, projects, or performances. This could include assignments to be completed at home that were evaluative of final learning but should not be confused with homework, which is non-summative by nature.

Test – a summative assessment (see Exam)

“The 10-Minute Rule” - In general, on most nights, there should be a maximum of 10 minutes per grade level per night (6th grade = 60 minutes).

Traditional Letter Grades – Representing a student’s achievement using the designations of A, B, C, D, or F.

2009-2010 Implementations

- 1. Mary Morgan will have Power Standards in place for the subject of math and be using these Power Standards as the basis for determining what students know and are able to do.**
- 2. Grades should be based on individual, not group, achievement. Group work is acceptable, but student grades should be based on individual achievement levels.**
- 3. Assign a minimum score of 50% (rather than a zero) for all types of student work/assessment providing the work is completed with a student’s best effort.**
- 4. Every teacher should give to parents at the beginning of the year, semester, course, etc. printed information explaining how their child’s grade will be determined (whatever method is being employed).**
- 5. A select group of volunteers will start using the Pinnacle Suite Grade Book at the beginning of second semester.**
- 6. Implementation of the homework “10-Minute Rule.”
(6th grade = 60 minutes total) (12th grade = 120 minutes total)**
- 7. Implementation of “No Zeros on tasks/assessments.”**

The following is an explanation:

If a student fails to complete work by the due date, the teacher will initially enter the result as an “incomplete.” Incomplete work must be completed by a set deadline as determined by the teacher. If a student fails to do so, this work may receive a zero. Work turned in after the due date but before the deadline may be lowered no more than 10%. Work submitted after the deadline may receive a zero.