

Assessment and Reporting Mission Statement

The Mayfield City School District believes that the highest level of student achievement occurs in an instructional and assessment environment that values

- creative, dynamic, collaborative instructional design
- a consistent assessment framework
- a fair and accurate reporting system that reflects student understanding of specific learning goals
- homework that provides a link between practice and achievement
- continuous communication that empowers student progress and encourages parental involvement

Therefore, the Mayfield City School District prides itself on a culture of excellence defined by

- instructional design that employs various delivery methods in order to best meet the diverse learning styles of every student
- varied assessments, both formative and summative, that are aligned to specific learning goals and provide multiple opportunities for students to demonstrate mastery
- systematic grade reporting that offers relevant and explicit feedback
- homework that is differentiated and that deepens student understanding of the specific learning goal
- communication that is transparent, timely, useful, incisive, recognizes parents as partners, and promotes student achievement

The basic principles aligned with this Mission Statement are:

- Assessment and grading theory and practice must be aligned with a district-wide system
- The purpose of reporting grades is to provide feedback for students, parents and teachers
- Standards-Based assessment scores provide more specific information about student progress
- Teachers must connect assessments to specific learning targets and make students aware of the connection before the assessment is given
- Assessments must measure understanding of the learning target
- Information from formative assessment must be used to adjust instruction
- Students need useful feedback from formative assessments in order to improve
- Students should have more than one chance to show what they know and are able to do
- Student behaviors and attitudes toward learning (life skills) must be assessed separately from achievement of the standard
- The purpose of homework is to practice to improve and to prepare for new learning
- Students must be able to make a connection between practice and achievement; they must understand that intelligence is not fixed

Standards-based Instruction

Standards-based Instruction begins with lessons designed to teach the Ohio New Learning Standards.

In each content area standards are organized using levels of specificity; domains, themes or topics, standards, and standard statements. The Ohio Department of Education framework for each varies with respect to levels of specificity and terminology. ([Appendix A: New Standards Terms](#))

“I can” statements are interpreted by the grade level or subject area team and may be reworded in language that students can easily understand at a particular grade level. Often, the “I can” statement is deconstructed into more discreet **learning targets** for students although this is not always necessary.

“I can” statements (learning targets) are imbedded in instruction and assessment. They are articulated by the teacher verbally, and posted visually in some way in the classroom.

Assessment Design

Assessment is a critical component of instruction. The purpose of assessment is to determine the student's level of achievement of the standard.

Formative: Formative assessment is conducted during the course of instruction to gauge the student's learning. Feedback from formative assessment helps the teacher know how to adjust instruction, differentiate and helps the student know where to focus attention. Formative assessment is often used to **pre-assess** students to facilitate small-group instruction or determine a starting point for instruction.

Formative assessments can be:

- district, teacher or team created
- formal (checkpoints, exit slip) or informal (observation, conferencing)

Summative: Summative assessment is conducted intermittently during instruction at the end of a unit of instruction, or at a logical point for a standard that spans the entire school year. Summative assessments are intended to determine the student's level of understanding of the standards.

Summative assessments should be created using the following guidelines:

1. Summative assessments are designed to give students opportunity to show what they know.
 1. *Be aligned to standards*
 2. Have "stretch"
 3. Be valid and reliable
2. The summative assessments contain opportunities for all students to demonstrate their understanding at all levels.
3. **Assessment can take the form of a paper and pencil test, online test, project, presentation, performance or observation. This will be determined based on which form would most accurately assess the learning objective.**

Assessment Procedures

Formative

Formative assessment will not be included in the course grade but will be reported with no weight since it is used during the process of learning.

Summative

All students must be given district common summative assessments however **additional summative assessments can be used and are encouraged** (ie projects, presentations) to give students opportunity to show what they know.

Students will be given partial credit where appropriate.

All summative assessments will be sent home in a **timely** manner. Teachers may ask for summative assessments to be signed and returned but this will be up to the individual teacher.

*Teacher Based Teams will work together to analyze the results of both common formative and common summative assessments using the information to drive instruction.

Homework and class work

Learning involves activities that support achievement toward the standards. Homework is practice of concepts and skills introduced in the classroom, or preparation for subsequent lessons. As such, it does not provide evidence of achievement. Class work is the practice and application of new knowledge and skills in the classroom. It is part of instruction and does not measure the student's level of achievement of the standard since it occurs during the learning.

- Legitimate purposes for homework include frontloading, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge.
- Homework should be differentiated based on student need.

Completion of both homework and class work is essential. They are components of learning and help to prepare students for the summative assessment.

Homework Guidelines

The purpose of homework is to practice and deepen concepts and skills. It may also be used as preparation for new concepts or skills.

Therefore, homework will be:

- Meaningful – linked to learning goals
- Appropriate – differentiated when needed
- Used to provide feedback to students (verbal, written)
- Assigned on an as needed basis

Students are expected to complete their homework assignments.

Chronic problems will be discussed with parents through a phone call, email or meeting in person.

Life Skills

Student behaviors and attitudes toward learning (life skills) must be reported separately from achievement of the standard.

Life Skills will be reported to parents through the comment section of the report card. Teachers are encouraged to have ongoing discussions with the student and parents if life skills are affecting a student's academic performance. Teachers can select from the list of canned comments or put in specific comment as it relates to life skills.

Elementary School Life Skill Comments

- Listens and follows directions well
- Needs to work on listening and following directions
- Does neat, thorough work
- Needs to work on completing work neatly and thoroughly
- Completes activities in a timely manner
- Needs to complete work on time
- Is organized and comes prepared to learn each day
- Lacks organization which impacts his/her learning
- Does not come prepared to class
- Is self reliant during independent work periods
- Demonstrates strong work habits
- Is easily distracted and needs to improve his/her work habits
- Requires guidance to remain focused and complete tasks
- Tends to work too quickly which leads to careless mistakes
- Actively participates in discussions and group work
- Needs guidance in cooperating and working within groups
- Follows classroom rules and procedures
- Experiences difficulty following classroom rules and procedures
- Interacts well with peers
- Experiences difficulty interacting with peers
- Actively engages in classroom activities
- Needs to engage more in classroom activities

Life Skills

Middle School Life Skill Comments

- Completes all assigned homework and class work
- Homework and class work are turned in late, incomplete or not at all
- Is organized and comes prepared for class each day
- Lacks organization which impacts his/her learning
- Actively participates in discussions and group work
- Requires guidance to remain focused and complete tasks
- Follows teacher given directives
- Is non-compliant when given a directive
- Actively engages in classroom activities
- Needs to engage more in classroom activities

Grades: K-3

Formative

Formative assessment will not be included in the course grade. It will be reported but with no weight since it is used during the process of learning.

Reporting in Infinite Campus: Formative assessments will be entered into Infinite Campus based on points. There will be no weight to the score in the student's overall grade.

Summative

Course overall grades will be reported on a 3, 2, 1 scale.

- 3 – Meets criteria and expectations of the indicators.
- 2 – Gaining understanding of the indicators with practice and support.
- 1 – Experiences difficulty and requires consistent practice and support.

Reporting in Infinite Campus: Summative assessments will be entered into Infinite Campus based on points. An overall score will be calculated using the following scale:

Grade	Percentage	
3	85	100
2	70	84
1	0	69

Progress will also be reported for the standards that are assessed in any given quarter using the following scale posted at the end of the quarter on the report card.

- MS (Mastered Standard) – indicates that the student has consistently and expertly met the standard with independence
- AS – (Approaching Standard) - indicates that the student is nearing mastery of the standard or they are making satisfactory progress toward the standard
- NI (Needs Improvement) – indicates the student is in definite need of assistance in order to meet the standard

Homework

Reporting in Infinite Campus: Homework will be reported in Infinite Campus as completed, not completed or exempt. There will be no weight to the score in the student's overall grade.

The following are common practices that all teachers will employ: All students who demonstrate less than proficient understanding on a formative assessment will receive corrective instruction and be given an opportunity to take a second formative assessment on the standards missed.

Grades: 4-5

Formative

Formative assessment will not be included in the course grade. It will be reported but with no weight since it is used during the process of learning.

Reporting in Infinite Campus: Formative assessments will be entered into Infinite Campus based on points. There will be no weight to the score in the student's overall grade.

Summative

Course overall grades will be reported as a letter grade.

Reporting in Infinite Campus: Summative assessments will be entered into Infinite Campus based on points. An overall score will be calculated using the following scale:

Grade	Percentage	
A	90	100
B	80	89
C	70	79
D	60	69
F		59

Progress will also be reported for the standards that are assessed in any given quarter using the following scale posted at the end of the quarter on the report card.

- MS (Mastered Standard) – indicates that the student has consistently and expertly met the standard with independence
- AS – (Approaching Standard) - indicates that the student is nearing mastery of the standard or they are making satisfactory progress toward the standard
- NI (Needs Improvement) – indicates the student is in definite need of assistance in order to meet the standard

Homework

Reporting in Infinite Campus: Homework will be reported in Infinite Campus as completed, not completed or exempt. There will be no weight to the score in the student's overall grade.

Retake Procedure

The following are common practices that all teachers will employ:

All students who demonstrate less than proficient understanding on a formative assessment will receive corrective instruction and be given an opportunity to take a second formative assessment on the standards missed.

Grades: 6-7 Core Subjects, 6th and 7th Health, Band, Choir, PE and all 8th grade Courses

Formative

Formative assessment will not be included in the course grade. It will be reported but with no weight since it is used during the process of learning.

Reporting in Infinite Campus: Formative assessments will be entered into Infinite Campus based on points. There will be no weight to the score in the student's overall grade.

Summative

Course overall grades will be reported as a letter grade.

Reporting in Infinite Campus: Summative assessments will be entered into Infinite Campus based on points. An overall score will be calculated using the following scale:

Grade	Percentage	
A	93	100
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	77	79
C	73	76
C-	70	72
D+	67	69
D	63	66
D-	60	62
F		59

Grades: 6-7 Core Subjects, 6th and 7th Health, Band, Choir, PE and all 8th grade Courses**Homework**

Reporting in Infinite Campus: Homework will be reported in Infinite Campus as completed, not completed or exempt. The completion of homework will account for 10% of student's grade.

For example, if student was given 10 homework assignments and 7 were completed the student would receive a 70% for homework completion. If all students test scores averaged out to 80% and the student's homework completion score was 70% the following calculation would take place:

Average of assessments $80\% \times 90\%$ (weight) = .72

Home completion $70\% \times 10\%$ (weight) = .07

Course grade $.72 + .07 = .79$ (79%)

Retake Procedure

The following are common retake practices that all teachers will employ:

- All students who score less than 90% on a summative will be given an opportunity to retake that summative, provided that the student:
 - Attempts all questions on the original assessment.
 - Completes all related homework.
 - Completes all related assignments.
 - Receives corrective instruction.
 - Completes the retake within 2 weeks of the original summative being returned.
- The 2nd summative will:
 - Be different than the original summative.
- Student's final score will be an average of the two summative scores but not higher than a 90%.
- Retake procedures only apply to paper and pencil summative assessments.

Reporting in Infinite Campus: The teacher will need to average the two assessments to come up with the grade for the assessment. The new percentage will replace the initial percentage. This new percentage cannot be higher than 90%. The teacher should put a note in the grade book indicating the score of the initial and 2nd summative and that the student score is an average of the two grades.

Elementary Related Arts and 6th and 7th Grade Exploratory Classes

Elementary Related Arts classes include physical education, art, and music.

6th and 7th Grade Exploratory classes include:

6th grade: French, Digital Communications, Art, STEM, Skills for Adolescence, Media Services

7th grade: Italian, Spanish, Digital Communications, Art, STEM, Skills for Adolescence

Formative

Formative assessment will not be included in the course grade. It will be reported but with no weight since it is used during the process of learning.

Reporting in Infinite Campus: Formative assessments will be entered into Infinite Campus based on points. There will be no weight to the score in the student's overall grade.

Summative

Reporting in Infinite Campus: Student performance in these classes will be reported in Infinite Campus using a 3, 2, 1 scale.

- 3 – Meets criteria and expectations of the indicators
- 2 – Gaining understanding of the indicators with practice and support
- 1 – Experiences difficulty and requires consistent practice and support

Scores on Assessments will be entered into the system based on points and an overall score will be calculated using the following scale.

Grade	Percentage	
3	85	100
2	70	84
1	0	69

Math and Reading Advantage and Edge courses will report no grade.

Appendix A

Organization of Revised Standards for Core Subjects

Mathematics	K-5 Strand: Language Arts	Science	Social Studies
Domain	CCR Anchor standards	Strands	Standards
Cluster	<ul style="list-style-type: none"> ▪ Reading Standards 	Grade Band Themes	Themes
Standard	<ul style="list-style-type: none"> ▪ Writing Standards 	Strand Connections	Topics
	<ul style="list-style-type: none"> ▪ Speaking & Listening Standards 	Topics	Content Statements
	<ul style="list-style-type: none"> ▪ Language Standards 	Content Statements	

Mathematics

- **Standards:** define what students should understand and be able to do.
- **Clusters:** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.
- **Domains:** are larger groups of related standards. Standards from different domains may sometimes be closely related.

Language Arts

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Students advancing through the grades are expected to meet each year’s grades specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Science

- **Strands:** These are the science disciplines: Earth and space sciences, physical sciences; life science. Overlaying all the content standards and embedded in each discipline are science inquiry and applications.
- **Grade Band Themes:** These are the overarching ideas that connect the strands and the topics within the grades. Themes illustrate a progression of increasing complexity from grade to grade that is applicable to all the strands.
- **Strand Connections:** These are the overarching ideas that connect the strands and topics within a grade. Connections help illustrate the integration of the content statements from the different strands.
- **Topics:** The Topics are the main focus for content for each strand at that particular grade level. The Topics are the foundation for the specific content statements.
- **Content Statements:** These state the science content to be learned. These are the “what” of science that should be accessible to students at each grade level to prepare them to learn about and use scientific knowledge, principles and processes with increasing complexity in subsequent grades.

Social Studies

- **Strands:** The four disciplines within the social studies: History, Geography, Government and Economics
- **Themes:** The focus for a particular grade level or the descriptive narrative of a high school course syllabus, i.e. *Grade Two, People Working Together*
- **Topics:** The different aspects of content within a strand, i.e. in Geography: *Human Systems*
- **Content Statements:** The essential knowledge to be learned at each grade level or within each course, i.e. from Grade Eight: *20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.*