

Purpose

The new Spring Lake Park High School Student Progress Reporting System will

- provide information to allow students, teachers, and parents to:
 - reflect on strengths and needs in student learning
 - demonstrate progress
 - evaluate mastery of course learning targets
- Consistently communicate student learning and behaviors to students, parents, and others, including teachers, counselors, administrators, coaches, college admissions, and employers



Important Vocabulary

SUMMATIVE: Assessment *of* Learning

Work that:

- documents achievement or mastery of learning targets at a given point in time
- aligns to assessments *for* learning

FORMATIVE: Assessment *for* Learning

Work that:

- informs students and parents about progress toward learning targets
- informs students about errors in their understanding, reasoning, or products
- directs teachers about instruction for today, tomorrow, and next week
- informs teachers about individuals or groups with common errors that need additional support
- prepares students for summative: assessment *of* learning

Practice Exercises

- Corrected in class or answers are provided
- Individual feedback is not provided

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Assessing Student Learning and Reporting Progress

Spring Lake Park High School

A Student Progress Reporting System for 2010-2011



High Expectations,
High Achievement, for All.
No Excuses

Our Grading History

The 9-12 Progress Reporting Task Force began its work in the 2008-09 school year. The task force started with six teachers, two building administrators, and the district assessment coordinator. Our learning work that year included research from experts in the field of grading and assessment such as Thomas Guskey, Ken O'Connor, Robert Marzano and Rick Stiggins. In addition we studied high school grading practices, our own and others.

The task force determined there were many reasons to change our current grading practices. In the 2009-10 school year, seven teachers across disciplines piloted various grading options. These were refined after first trimester and the grading option for the 2010-11 was identified by this group.

Rationale for change:

- There are no common procedures for grading at the high school.
- Students earning As on assessments are failing the course because they do not complete homework. This grade does not reflect student learning.
- Students earning Fs on assessments are passing the course because they work hard. This grade does not reflect student learning.

This change will help us meet our fundamental purpose as a school - learning.

Grading for Learning

The Academic Grade

- signifies what students know and can do in the course
- is based on meeting the course learning targets, not a comparison of one student to another
- is calculated from multiple summative: assessments *of* learning that are used by all teachers of the course
- Summative: assessments *of* learning will vary in type, for example: paper—pencil tests, projects, essays, speeches, performances, and products
- is organized by learning target to identify what students have mastered and are still learning
- is based on individual work, not group work

Career and Life Skills Grade

- is based on formative: assessments *for* learning, practice exercises, and behaviors that promote success
- shows strengths and weaknesses in skills that will be required for college, career, and life such as turning work in on time, behaving ethically, working well with others, attending class and arriving on time.



Academic Grade

90% of the Grade Point Average (GPA)

- Summative Assessments *of* Learning (100%)

Career and Life Skills Grade

10% of the Grade Point Average (GPA)

- Formative Assessments *for* Learning & Practice Exercises (50%)
- Skills identified by teachers (50%) - for example:
 - * Timeliness
 - * Academic Honesty
 - * Leadership