

K-12 Grading & Assessments FAQs

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ASSESSMENTS

Reassessments

Q: What is a reassessment?

A: A reassessment is an additional opportunity given to students that will enable them to demonstrate their new level of understanding after receiving additional learning opportunities. (Schimmer, 2016, p. 75)

Q: Why are reassessments needed?

A: On occasion, students' performance may not be reflective of their abilities. In other cases, students' performance may indicate that they are not yet at mastery on the standard(s) assessed. In that case, students should be provided with additional learning opportunities, as well as the opportunity to demonstrate their understanding after the reteaching occurs. (*Grading for Equity*, page 166)

Q: Who qualifies to take a reassessment?

A: After attempting the initial assessment, **only** students that score in the remediation or near mastery range for standard(s) are **required** to complete a reassessment after reteaching has occurred. (79% or below)

Q: Should students' PowerSchool grade reflect an average of the initial assessment and reassessment scores or the most recent (reassessment) score?

A: Students should receive the most recent grade to give the most current, accurate level of understanding after all learning opportunities.

- "The most recent evidence of learning is usually most accurate...." (Schimmer, 2016, p. 75)
- "When students fall behind in systems where all scores are averaged to determine grades, students who fall behind have no chance of recovery and frequently drop out of school" (Emphasizing More Recent Evidence, p. 151).
- "Replace the previous grade or mark with the most recent one; don't average the two attempts together. The A that a student earns on his fifth attempt at mastery is just as legitimate as the A earned by his classmate on the first attempt" (Redos and Retakes, Ed Leadership, 2011, p. 25).
- Allowing students to improve their grade enables them to understand that grades don't define them, they define their grades. (Feldman, 2019)

Q: What if a student scores lower on the reassessment?

A: Typically, the reassessment score will be the higher score, and should be used. In the rare case that the reassessment score is lower, and the teacher does not believe that it accurately reflects the student's new understanding of the content, teachers may opt to use the higher score from the initial assessment as the student's score in PowerSchool.

- Examine the causes of the lower performance to reveal the right solution to ensuring that the grading is equitable. Consider asking:
 - Were there aggravating circumstances for the reassessment which rendered the student score a less valid measure than the initial assessment? (Feldman, 2019)

Q: Is there a maximum score that students can receive on a reassessment?

A: Students may receive a maximum of 80% in PowerSchool for a reassessment.

Q: Why do we provide reassessments for so many assessments? It's time consuming and inflates students' grades.

A: We provide reassessment opportunities to ensure students have the opportunity to demonstrate mastery when they understand the content. Reassessments show a belief in the potential of every student to ultimately master the grade-level content of a course.

- Deep, meaningful learning occurs when students have opportunities to not only make mistakes, but review and correct them. The option to retest solidifies a safe learning environment where its "ok to fail" and learn from our mistakes. "...students are motivated to keep learning if we let them - if they have the chance to redeem themselves and show improved performance. (*Grading for Equity*, p. 14)
- "When we require students to succeed, we are saying something about what we believe about their potential and how we feel about them." (Feldman, 2019)

Q: Should the student complete the entire reassessment, or just the question(s) and/or standard(s) for which they are not yet proficient?

A: Students should only complete the reassessment question(s) and/or standard(s) for which they did not demonstrate proficiency based on their initial assessment data.

- Retakes that are tailored to assess only what the student has not yet mastered allows the students to chunk the content into more manageable pieces. The struggling student can achieve success through the retake process and learn the content in more meaningful learning chunks. (*Grading for Equity*, pg 168-169)
- “Unless an assessment is complex and interwoven, allow students to redo just the portions on which they performed poorly, not the entire assessment.” (Redos and Retakes Done Right, Ed Leadership, 2011, p. 25).

Q: When do we have time to reteach and administer reassessments? How do teachers avoid getting behind in pacing with all the necessary reteaching and reassessing?

A - Elementary ELA: Consider reteaching and administering reassessments during the intervention block or the flex days that are included in the third, fourth, and fifth grade pacing calendars. Additionally, the CMS curriculum for ELA consistently spirals and builds upon prior concepts. Students inherently become stronger in previous course concepts as they continue engaging in the curriculum throughout the year. The indication for standards that spiral is given in the Unit-at-a-Glance and the Standards Matrices.

A - Elementary Math: Consider reteaching and administering reassessments during the intervention block. Additionally, flex days for reassessments are included in the third, fourth, and fifth grade pacing calendars. Math workshop can also be utilized for reteaching when necessary; however, that time should also be balanced with reinforcing and supporting current content learned during core instruction.

A - Elementary Science & Social Studies: Science and Social Studies share instructional time (K-2 30 minutes, 3-5 45 minutes) and have alternating units that are approximately 14 days long. Due to the alternating nature of the units, reteaching may not be possible. Teachers can have students make performance tasks or end of unit assessment corrections based on teacher feedback. Kindergarten thru fourth grade have 5 flex days built in that can be used as the teacher designates.

A - Secondary ELA & Math: Consider utilizing homeroom or an intervention block to reteach and administer reassessments. Opportunities for student support may also be available in tutoring sessions before or after school. Additionally, the CMS curricula for math and ELA consistently reloop and build upon prior concepts, so students will inherently become stronger in previous course concepts by continuing through the curriculum.

- In 6-8 ELA, indication is given in the Unit-at-a-Glance and the Standards Matrices: 21-22 Standards Matrix: [6](#) | [7](#) | [8](#)
- In English I, re-teaching occurs throughout the units, throughout the semester.
- In Math 1, practice problems spiral back to earlier lessons and units. Teachers can use these to offer additional practice, build fluency, or to create small groups where reteaching occurs. Each station day in the middle of each unit has a station designated for small group instruction.

A - Secondary Science & Social Studies: Science and Social Studies have a tight schedule to ensure that all standards are taught. Each content shares a 30-minute timeslot in the instructional schedule and has approximately 15 days within a quarter to teach content. Reteaching and reassessing will impact the amount of instructional time.

- In 6-8 Science, a reteach day is built into every unit to focus on concepts/content the students have not mastered. Reassessments will be scheduled by each teacher based on what fits best with his/her schedule.
- In 9-12 Science, teacher discretion should be used.

Q: Won't my students "learn the game" and become overly dependent on redos?

A: No. At the beginning of the year, students might try to "play the game" or become over-reliant on retests, but that will ultimately decrease as students learn that they will continue the learning process throughout the course and improve their mastery and test scores. Furthermore, the additional learning and work students complete between the initial test and the reassessment is beneficial to those students who need more learning opportunities but is a deterrent to students who might try to "play the game."

- "Retake opportunities can ironically make retakes less necessary: Students, knowing that they can always get a second chance, relax during the initial assessment and produce a much more accurate performance of their knowledge and skills." (Feldman, 2019, p. 177)
- "Maturity and tenacity come from walking through the relearning/reassessing process, not from the F recorded at the top of the test. Recovery from failure teaches students far more than the label for failure ever could. (O'Connor, K, *The Mindful School: How to grade for learning*)

Q: What is the turnaround time for relooping and retesting? What happens at the end of the quarter if relooping/retesting is not finished?

A: Students can reloop and retest at any point throughout the quarter after completing additional learning opportunities embedded in the curriculum or provided by the teacher. The teacher can help determine when a student is ready for the reassessment. Schools can enforce a deadline no more than two weeks before final grades are due to allow teachers sufficient time to score and finalize grades.

- If student(s) struggle during the reteaching experience, consider continually spiraling in the reassessment standard(s) during small group instruction and allowing more time for the student(s) to reach mastery before administering the reassessment. (Redos and Retakes Done Right, Ed Leadership, 2011, p. 25).

Q: How should reassessment policies be created and communicated?

A: Grading guidelines and the opportunity to retest have been determined by the district. Specific logistics around retesting can be determined by schools (time, scheduling, etc.). The district policy and school level plan for reteaching and reassessment should be clearly communicated to students and parents.

Q: What is the process for recalculating scores when students take a portion of the reassessment?

A - Elementary Literacy:

IF students reassess on the entire assessment, THEN typically, the reassessment score will be the higher score, and should be used as the students' scores in Powerschool up to 80%. IF the reassessment score is lower, teachers should use the higher scores from the initial assessment as the students' scores in PowerSchool but no lower than 50%

IF students only reassess on a portion or portions of the assessment, THEN the value added from the portion/s will replace the original value from the initial assessment. The new scores should be used as the students' scores in Powerschool up to 80%.

A - Elementary Math: Teachers have 3 options for administering reassessments. Each option requires a different approach to calculate students' final grades prior to entering in PowerSchool. Click [here](#) for additional information about the 3 options and an example aligned to each option.

A - Secondary Literacy, Math, Science, and Social Studies:

IF students reassess on the entire assessment, THEN typically, the reassessment score will be the higher score, and should be used as the students' scores in Powerschool up to 80%. IF the reassessment score is lower, teachers should use the higher scores from the initial assessment as the students' scores in PowerSchool but no lower than 50%

IF students only reassess on a portion or portions of the assessment, THEN the value added from the portion/s will replace the original value from the initial assessment. The new scores should be used as the students' scores in Powerschool up to 80%.

K-3 Microphase Assessments

Q: Has the process for compiling K-3 microphase data been updated?

A: Information coming soon..

3-8 ELA Assessments

Q: Where can I find more information about EL Education Assessments, Parallel Assessments, and CenterPoint Assessments?

A: [Click here](#) to learn more about the different 3-8 ELA assessments.

Mastery Connect

Q: How do I implement MasteryConnect into my practice? What is the most efficient method for administering/scoring open-ended math items?

A: For all questions related to MasteryConnect, reference this [document](#).

Q: How do I create my MasteryConnect trackers in order for CMS-provisioned assessments to populate?

A: The Mastery Connect contact at each school will be trained to lead their school in setting up trackers aligned to Curriculum Maps and Canvas, which will provide a

Q: Which assessments will be available in MasteryConnect? Which assessments are required to be administered or scored in Mastery Connect?

A: All district-provisioned assessments will be available in Mastery Connect. The following document articulates the district assessments that are required to be administered or scored in Mastery Connect. [MasteryConnect Required Assessments Overview](#)

Q: Will access to the MasteryConnect Parent Portal be enabled for the 2022-2023 school year?

A: Research on the Parent Portal is currently being conducted. If enabled, communication around the differences between MasteryConnect, Canvas gradebook, and PowerSchool will be developed.

Assessment Communication

Q: How will all stakeholders know assessment windows, MasteryConnect requirements, etc.?

A: A comprehensive assessment calendar will be shared with schools.

GRADING

Assignments & Assignment Categories

Q: How many assignments should teachers have in their gradebook per category?

A: Depending on the grade-band (Elementary or Secondary) and the frequency of the course scheduled (A Day/B Day, Yearlong, etc), teachers should have the following number of assignments per category:

Elementary		
	Prepare/Rehearse: 40%	Perform: 60%
Elementary ELA & Math	8-10 Assignments	2-3 Assessments
Elementary Science & Social Studies	2-4 Assignments	1-2 Assignments

Secondary - Classes That Meet Daily (All Content Areas)		
Prepare: 20%	Rehearse: 30%	Perform: 50%
9-18 Assignments	6-10 Assignments	3-4 Assignments

Secondary - A Day/B Day Classes (All Content Areas)		
Prepare: 20%	Rehearse: 30%	Perform: 50%
5-9 Assignments	3-5 Assignments	2-3 Assignments

Q: Does the high school midterm count as a perform grade for the given grading period or is it calculated into the final grade separately?

A: In high school, the midterm should be recorded in PowerSchool as a separate category for the given grading period (20%).

Q: Should 3rd-5th grade math benchmark assessments be included in PowerSchool as perform grades during the 2022-2023 school year?

A: The 3rd-5th grade math benchmark assessments are cumulative assessments designed to assess which standards students have maintained mastery of throughout the year. The three benchmark assessments in each grade level are required; however, they **should not** be counted as grades in PowerSchool.

Q: Where can I find additional guidance on 3rd-5th grade math assignments included in prepare, rehearse, and perform grades?

A: Click [here](#) for an explanation of the grades included in each category.

Q: Are assessments the only grades that can be counted as perform grades, or will students be able to demonstrate mastery through multiple types of assignments?

A: Assessments, projects, and performance tasks may be utilized as perform grades as indicated on the [Assignment Categories Spreadsheet](#).

Q: Are the minimum and maximum number of grades for each category per unit, quarter, semester, or year?

A: The minimum and maximum number of grades for each assignment category are designated per quarter.

Q: What guidance will be provided regarding grading for completion or accuracy?

A - Elementary:

- Prepare assignments are assignments that allow students to practice new learning with no risk for mistakes. **Elementary prepare assignments should be graded for completion only.**
- Rehearse assignments provide opportunities for feedback of students' progress leading up to the demonstration and assessment of mastery of standard(s) with increasing independence. **Elementary rehearse assignments should be graded for accuracy only.**

- Perform grades consist of culminating formative assessments that measure mastery of one or more standards. ***Elementary prepare assignments should be graded for accuracy only.***

A - Secondary:

- Prepare assignments are smaller assignments that allow students to practice new learning. ***Secondary prepare assignments can be graded for completion or accuracy.***
- Rehearse assignments provide students with feedback on their progress towards the mastery of standards.. ***Secondary rehearse assignments should be graded for accuracy only.***
- Perform grades consist of culminating formative assessments that measure mastery of one or more standards. ***Secondary perform assignments should be graded for accuracy only.***

Q: All assessments are required. If a quarter contains more assessments than the maximum number allotted for perform grades in PowerSchool, how should those assessments grades be used?

A: The assessments administered beyond the allotted maximum number of perform grades should be used to drive instruction. They may also be used as rehearse grades in PowerSchool.

Q: Which grading policy (4X4/sem. OR year-long) should staff use in middle school if the course is for high school credit?

A: Middle school courses that meet daily receiving high school credit should follow the high school semester long (4X4) requirements and apply to both semesters.

Minimum Grades

Q: Is the minimum grade for all assignments still 50? Is there a way that grades can be scaled to reflect the range from 50-100 to avoid a student who got 0 questions correct and a student who got half of the questions correct receiving the same grade in PowerSchool?

A: A minimum grade of 50 percent should be entered into PowerSchool for all attempted assignments. Scores between 50 and 100 should be entered as is. Scores below 50 should be entered as a 50 with a comment noting the actual level of mastery.

Q: Do teachers have the autonomy to curve grades, instead of strictly capping the minimum at 50%, to better reflect student mastery? If not, can the district provide a recommended curve?

A: Currently for "Perform" grades, Exemplary Mastery is 95-100, Mastery is 80-94, Near Mastery is 50-79, and Remediation is 0-49.

Late Assignments

Q: What is the late work submission policy for high school?

A: No more than 5 points should be deducted a day from all late work submissions. If the work is submitted extremely late which causes the grade to exceed a 50 point penalty, the teacher will make a comment in PowerSchool of the actual grade earned but will not provide a grade lower than a 50% for work that has been submitted that addresses the minimum expectations of the assignment.

Q: Do high school students have the opportunity to submit late work from the beginning of the quarter all the way to the end of the quarter?

A: Per the guidelines, students can submit late work up to 5 days after the "Perform" grade unless the "Perform" grade is at the end of the quarter for which the principal will set the deadline for all work to be submitted. Based on the minimum and maximum expectations for the "Perform" category, there should be several "Perform" tasks assigned per quarter which can create a clear marker for assignments to be completed. (Ex. The teacher has two "Perform" tasks, one half way through the quarter and the other 5 days before the end of the quarter. Once the first "Perform" task has been reached, students will have 5 days to submit all late work up to this point. Once that "Perform" date has been reached, a new "Perform" cycle will be established for which students may only submit work within that "Perform" cycle.)

SUPPORT & RESOURCES

Feedback and Inquiries

Q: Where can I provide feedback?

Please use [this link](#) to share inquiries, requests, comments, etc.

Q: Who can I contact for support?

Please contact a content specialist assigned by referencing this [document](#).

References:

Schimmer, T. (2016). How to Give Students Full Credit for What They Know. In *Grading from the inside out: Bringing accuracy to student assessment through a standards-based mindset* (pp. 64–78). essay, Solution Tree Press.

Emphasizing More Recent Evidence

Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin, a SAGE Company.

O'Connor, K. (2000). *The Mindful School: How to grade for learning*. Pearson Education.