

BARNEGAT TOWNSHIP SCHOOL DISTRICT



MANUAL FOR ASSESSMENT AND GRADING *2019 - 2020*

**Outcomes and Next Steps from the
District Grading Workshops**



Barnegat Township School District Manual for Assessment & Grading

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Introduction

During the 2018-2019 school year, the district hosted a series of evening workshops for staff and members of the community. The purpose of these gatherings was to analyze our current district practices in the areas of assessment and grading. These meetings provided the forum for a lively and meaningful discussion about current problems of practice, and the community's vision for best practices of teaching and learning. At the conclusion of those three nights, the district administration took parent/community/staff feedback and created a roadmap for change going forward.

This document describes the new administrative policies and district practices related to assessment and grading. The overarching goal is to provide students and their families with feedback about the child's learning that is timely, accurate, and meaningful for informing future decisions by both student and teacher. The district believes that these changes will strengthen our academic programs and provide a platform for boosting student achievement at all levels.



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Grade Ranges & Grade Point Average (GPA)

A major outcome of the District Grading Workshops was the ardent interest of the community to adopt grade ranges aligned with College Board expectations. As such, rather than using the district's historical 7-point scale (i.e. A = 100-93), we are moving toward the more commonly used 10-point scale (i.e. A = 100-90). Under this model, the failing grade is 64 or below, and grades for MP1 and MP2 will be floored at 50.

In conjunction with this change, the district is transitioning to a 4.0 Grade Point Average (GPA) scale, rather than the cumbersome 4.87 scale that was previously used. This change further adheres to College Board guidelines, and benefits students during their college application process. Please note, course weighting will remain the same at Barnegat High School. All Honors courses receive a 0.5 increase to earned GPA and Advanced Placement courses receive a 1.0 additional weighting for students' GPA.

To facilitate a clean and smooth transition, the district will lock the transcripts of all students who previously graduated under the old 4.87 model, to preserve the fidelity of those historical records. Then, the administration will update Genesis Gradebooks for SY19-20 to align with the 4.0 GPA and 10-point scale (A = 100-90) model. Additionally, the administration will convert grades previously earned under the 7-point scale during the 2016-2017, 2017-2018, and 2018-2019 school years to the 4.0 GPA scale. Through these conversations, efforts have been made to protect the integrity of students' previous GPAs by maintaining proportionality. Therefore, students' class rank will not be affected. However, the transition from 4.87 to 4.0 does actually have a slight mathematical benefit to students' relative GPA, which will result in an increase of 0.0106 GPA points. Lastly, verbiage explaining the Grade Range/GPA transition will be placed on all students' transcripts going forward.

Please see **Appendix A** for the full table detailing grade ranges and GPA, including the new College Board model and its retroactive application.



Elementary Report Cards

As stated earlier, the major impetus of the District Grading Workshops was to implement changes that facilitate the delivery of timely, accurate, and meaningful feedback about student learning. With that in mind, a concern was voiced that elementary report cards have room for improvement in this area.

In an effort to improve the specificity and quality of feedback that we provide to students, the following changes will take effect with the 2019-2020 school year.

- Elementary progress reports and Report Cards for students in Grades K-5 will be available online via the Genesis Parent Portal.
- Elementary gradebooks for students in Grades 3-5 will be available online via the Genesis Parent Portal.
- Report cards for students in Kindergarten and 1st Grade will be updated to include revised can/do statements that better match the current curriculum and New Jersey Student Learning Standards.
- Report cards for students in Grades 2-5 will use numbers in addition to letters to report the marking period averages in Reading, Writing, Math, Science, and Social Studies.
- Teachers in Grade 1 will have students read passages independently on Major and Minor Assessments beginning with MP3.
- All general education students in grades K-5 will be given on-grade level reading passages for Major Assessments, and not the “Approaching” level passages.

The district believes that reporting numbers in addition to letters provides a more accurate, detailed, and nuanced picture of student learning. Also, it should be noted that the grade ranges described above (i.e. A = 100-90) also apply to elementary grades as well as secondary.

While these report card changes are certainly beneficial in the short-term, the district also recognizes that more work needs to be done. Committees are being formed to plan for the transition to standards-based report cards for K-5 students beginning with the 2020-2021 school year.



Second Chances / Mastery Based Learning

Overview

The concept of mastery-based learning is almost 50 years old, and decades of research have verified its efficacy to promote student achievement. At the most basic level, the idea is that all children can learn; students just learn at different rates and under different optimal conditions. Therefore, students should be given multiple opportunities to demonstrate their learning, including the later mastery of concepts that were taught earlier in the curriculum or school year. Students do not always learn things the first time they are taught; however, the district wants to encourage a mindset where children continually strive to achieve, particularly in the face of adversity or initial failure. The goal is to build students' mastery of skills while simultaneously providing a safety net along the way to help students succeed.

Based on these premises, the district is implementing a policy of retakes, or earned "second chances" for certain assessments, where students will be given another opportunity to demonstrate their learning after remediating any gaps or deficiencies in their original assessment. This practice leaves a window open for student achievement and encourages students to continue attacking the curriculum until they reach a point of mastery.

The following policies apply to all retakes K-12:

- While the process looks different K-5 vs. 6-12, (details below) at all levels the student **must** complete some form of remediation prior to being eligible for the retake.
- Retakes are only available on Major Assessments.
- Benchmark Assessments are not included in retakes. Benchmarks provide a true indicator for student mastery of cumulative skills/knowledge at a single point in time. Additionally, Midterm/Final Exams at BHS are not open to retakes.



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- For retakes, the student must complete a **new** assessment aligned to the same New Jersey Student Learning Standards, and not simply retake the same assessment.
- The retake grade replaces the original grade, not an average of the two. However, if the retake grade is actually lower, then the original grade stands.
- Retakes will **not** be offered during the final **5 school days** of each marking period. This allows teachers time to work on grading and finalizing marking period grades for the close of the cycle. However, if the student wishes to retake an assessment that occurred during the closing days of the previous marking period, he/she can complete the retake process during the next marking period and the teacher can submit a Change of Grade form if necessary.
- Retakes are given at the discretion of the teacher. Further, unless an assessment is complex and interwoven, students are permitted—again, at the teacher’s discretion—to retake just the portion(s) of an assessment on which they performed poorly, not the entire assessment. If the teacher agrees, he/she would simply retest the particular Standards aligned to the content/skills where the student struggled.
- To apply for the privilege of an earned second chance, students will complete a Request to Retest form; nevertheless, the teacher reserves the right to deny retests. Here are some examples of legitimate reasons to deny a request:
 - It is clear that the student has ‘blown off’ a 4-week project until the last minute.
 - Student boasts that they will just take this test as a preview and really study for it as a retake.
- Should the student still wish to retake an assessment after the teacher has denied the request, the student may appeal. The child or his/her parents should contact the appropriate Supervisor, who will adjudicate the matter.
- Teachers are encouraged to embrace the spirit of earned second chances, and leverage this tool to help students learn. We have likely all been in situations where we have been overwhelmed, tired, neglectful, or immature, and—as a result—planned poorly. As long as students do not make delays habitual, the idea of



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retakes are not usually a problem. Just the same, if a student asks to retake Major Assessments more than twice in a marking period, there probably needs to be a conversation regarding abuse of the system and how to address any underlying problems with the student's studying and preparation.

Second Chances / Retakes K-5

All parents must sign a [K-5 Retest Parent Acknowledgement Form](#) (1 per student) at the beginning of the year, which outlines the protocols for retaking Major Assessments. This should also be explained by teachers at Back To School Night. This notice serves as due process which can be referenced as the year progresses. Students new to the district must be provided a Request to Retest form in their new student packet. It is the secretary's responsibility to ensure the form is included and the teacher's responsibility to ensure this form is returned.

In the event parents do not return the Request to Retest form, teachers must document their attempts to communicate with the parents in Genesis Notes. Teachers may contact parents via email or any other program they use (Remind, ClassDojo, etc); however, if they are unsuccessful, it is the teacher's responsibility to contact parents by phone.

K-5 Request to Retake Timeline

- The earliest a student can retest is 2 days after receiving his/her grade.
 - The shortest timeline for the process is 3 days, including the day the student receives the grade. See Example 1 below.
 - The longest timeline is 12 school days, including the day the student receives the grade. See Example 2 below.
- A [Request to Retest form](#) must be completed, signed by the student and parent, and turned in to the teacher within two (2) school days of receiving the grade on the Major Assessment. The Request to Retake form will be approved or denied by the teacher within 2 school days of receiving the Request to Retake form.



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- All required work to retest must be completed and turned in to the teacher one (1) school day prior to the date of the retake.

The Request to Retest form (Appendix C) includes a plan the student agrees to follow.

Here are some guidelines for the teacher:

- Work out something practical; consider that younger students need adult guidance
- Any help must be developmentally appropriate
- The retest needs to be completed within 5 school days from Approval.
- The teacher will provide the student with a new grade within 2 school days.

EXAMPLE 1: Longest Scenario (12 school days)

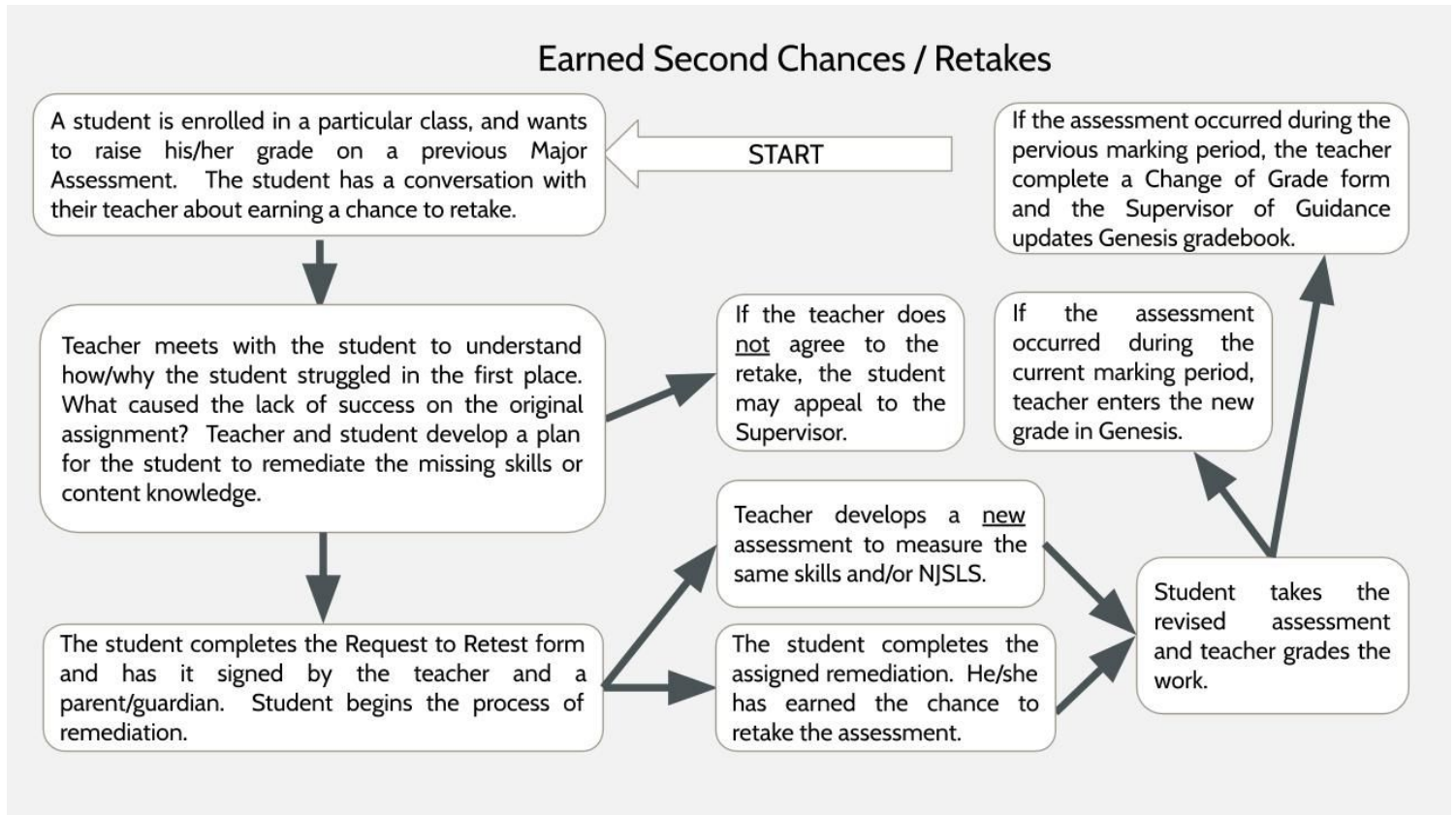
- Teacher reviews the test on Monday.
- Students must turn in a Request to Retest form by Wednesday.
- Teacher must Approve or Deny the request by Friday.
- If the request is approved, the teacher will meet with the student by Friday and fill in the Request to Retest form:
- If approved, all items, including the retake, must be completed by _____.
- You will be completing your reassessment on_____.
- The student will hand in all required work 1 day prior to the retest, which is Thursday.
- The student will be retested on Friday, in order to be retested within 5 school days of approval.
- The student will receive the updated grade by the following Tuesday, which is 2 school days after taking the test.

EXAMPLE 2: Shortest Scenario (3 school days)

- Teacher reviews the test on Monday.
- Student turns in a Request to Retest form on Monday.
- Teacher Approves or Denies the request on Monday.
- If the request is approved, the teacher meets with the student on Monday and fills in the Request to Retest form:
- If approved, all items, including the retake, must be completed by _____.
- You will be completing your reassessment on_____.
- The student hands in all required work on Tuesday (1 day prior to the retest).
- Student retests the following day, Wednesday.
- The student will receive the updated grade on Wednesday.



Retakes at the Secondary (6-12) Level



Please see **Appendix B** for suggestions on how to manage retakes in the classroom. Also, kindly refer to **Appendix C** for a copy of the Request to Retest Form K-5 and **Appendix D** for the Request to Retest Form (6-12).



Revised Homework Policy

According to Marzano (2019), effective teachers design homework to help students deepen their knowledge of informational content or practice a skill, strategy, or process. Homework should have a clear purpose and be structured to ensure a high rate of completion. It should not be a burden to parents and students.

Homework has one of several fundamental purposes:

- Introduce students to new information, which the teacher plans to build upon in class; (ex. A Social Studies teacher assigns students to read a textbook chapter on ancient Rome, so that tomorrow students can have a debate in class as to which Roman emperor was the best leader.)
- Allow students to independently practice previously-learned skills. (ex. A 3rd Grade teacher has just shown students how to multiply to solve word problems involving equal groups and arrays. Now students will practice this for homework to reinforce this new skill.)

With that in mind, homework must be meaningful, and differentiated based on the individual needs of the student. Different groups of students should be assigned separate homework tasks, depending on whether they are remediating, achieving, or excelling their grade-level standards. Using the example above, after a formative assessment students who demonstrated mastery of their ability to multiply when solving mathematical word problems do not therefore require additional practice of that same skill. Those students should be assigned alternate homework to extend or enrich their understanding of the curriculum. Similarly, the Social Studies teacher above who was prepping the class for debate might assign different readings about Roman emperors to groups of students in the class, based on the readiness level of the children and the complexity of the various texts.

Through this process, teachers should communicate with parents and explain why their children are getting specific homework assignments and how families can appropriately



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assist at home. Parents should act as supporters—not teachers—when assisting with homework, and should have a clear idea of their role and what is expected of them. Again, teachers should reinforce that homework is not meant to be for monitoring and compliance, and does not need to be assigned a specific number of times each marking period.

Because the research on the efficacy of homework is mixed, teachers should think carefully about what tasks they assign for homework, and what the *purpose* of that homework truly is. With that in mind, here are some guiding principles to consider regarding homework:

1. Always ask, “What learning will result from this homework assignment?” The goal of your instruction should be to design homework that results in meaningful learning.
2. Assign homework to help students deepen their understanding of content, practice skills in order to become faster or more proficient, or learn new content on an initial, surface level.
3. Check that students are able to perform required skills and tasks independently before asking them to complete homework assignments.
4. Consider parents and guardians to be your allies when it comes to homework. Understand their constraints, and, when home circumstances present challenges, consider alternative approaches to support students as they complete homework assignments (e.g., before-or after-school programs, additional parent outreach).

Moving from the philosophical to the practical, the district will also be implementing changes to how homework is graded. Based on the idea that homework has multiple purposes, activities that the child completes at home will be assessed in several different ways. Fundamentally:

- If the task is graded for accuracy or comprehension it should be entered a **Minor Assessment**.
- If the task is checked for completion only, then it factored in as part of the **Course Participation** grade (details on this below).



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Regardless of whether it is a Minor Assessment or part of the student's Course Participation grade, homework must be aligned to relevant New Jersey Student Learning Standards. Additionally, **it is imperative that students know to which category each assignment belongs**; it is expected that teachers will communicate this information when each task is assigned.

In conclusion:

<p>If the assignment is:</p> <ul style="list-style-type: none">● graded for accuracy;● collected and used to provide feedback about the child's learning, either for the teacher, the student, and/or their family;● used to measure the child's success during independent practice of previously-learned skills; <p>Then the assignment is actually a Minor Assessment, and should be entered into that category.</p>	<p>If the assignment is:</p> <ul style="list-style-type: none">● checked for completion, not comprehension;● assigned to provide background knowledge / information prior to a classroom lesson or activity;● meaningful to complete, but not necessarily required to collect and grade; <p>Then the assessment is truly a Homework assignment and should be factored into the student's Course Participation grade.</p>
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Class Participation → Course Participation

Traditional views of the human intellect hold that intelligence is solely innate and predetermined at birth. However, the recent research of Dr. Carol Dweck and others has demonstrated that this view of intelligence is flawed and incomplete. Rather than being a fixed quantity at birth, research has shown that with hard work, intelligence and abilities can be increased (Claro, Paunesku, & Dweck, 2016). This modern view of intelligence is known as the “growth mindset,” and encourages students to expend effort in learning.

Related to growth mindset is the concept of “grit,” or a person’s ability to persevere when encountering problems and challenges. Grit is invaluable not only during students’ journey in school, but also indicates lifelong success and positive adjustment to change (Duckworth 2016). Beginning with the 2019-2020 school year, Barnegat Township School District’s gradebooks are being modified to reflect the concepts of grit and growth mindset.

With this in mind, the district is transitioning away from the traditional idea of Class Participation, which has the potential to disproportionately favor the extroverted child. Instead, the district is adopting an approach that both reflects growth mindset and incorporates the New Jersey Student Learning Standards for 21st Century College and Career Readiness.

The rubric is detailed in **Appendix E**, and will be used by teachers twice per marking period—once at the midpoint and once at the end—to give children feedback about their performance in these areas.



Benchmark Assessments

Benchmark Assessments, delivered regularly and aligned to State curriculum standards, are an essential part of the package for effective feedback about student learning, according to Darling-Hammond (2010) and many others. These assessments provide an invaluable tool for capturing an accurate snapshot of student learning at a given moment in time. Furthermore, by positioning Benchmark assessments regularly throughout the school year, it gives teachers the opportunity to identify gaps in learning and respond to demonstrated student needs.

As with any system, the results (outcomes) are only as good as the inputs. Nobody benefits from the complex and time-consuming analysis of bad data. Recalling the old phrase “garbage in / garbage out”, teachers have expressed concern that students’ performance on Benchmark assessments is not indicative of their true ability; the resulting data therefore lacks veracity and is not useful for helping teachers to inform their instruction.

To overcome this challenge, **Benchmark assessments will now begin counting as a component in the gradebook for secondary (6-12) students.** It is our sincere hope that this change will motivate students to do their very best work, thereby enriching and supporting the comprehensive learning experience. Further, the district has partnered with the LinkIt! company to deliver a series of Benchmark assessments that have been effectively aligned to the New Jersey Student Learning Standards, and whose results have been proven to be predictive of performance on the New Jersey Student Learning Assessment (NJSLA).

Students in Grades 3-8 will take Benchmark assessments for Mathematics and English Language Arts, three (3) times per year (Fall, Winter, Spring) as well as any BHS student enrolled in English I, English II, English III, Algebra I, Geometry, or Algebra II. Additionally, students in Grade 2 will take Benchmarks twice that year (Winter, Spring) to help prepare



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them for the experience the following year, which includes their first participation in the NJSLA.

The data gleaned from these Benchmark assessments is incredibly valuable; teachers can identify students who are struggling in specific areas and subsequently provide targeted, skill-based remediation to ameliorate those gaps. Armed with a wealth of information about their students' readiness levels, teachers will be able to tailor their instruction to provide differentiated experiences based on their students' needs. Similarly, teachers can use information from the Benchmarks to identify students who have already mastered the grade-level curriculum and are ready for opportunities to extend and enrich their learning.

As mentioned earlier, the Benchmarks provided through LinkIt! are aligned to each grade level's expectations and the comprehensive Standards for that grade level/course. Therefore, while the Spring Benchmark is cumulative for the year, there is also material on the Fall/Winter Benchmark that might be new to students at that time. Although it may seem odd to test students on material they may not have been directly taught yet, there are several important reasons for this. For one, some students are able to apply their prior learning and schema to solve new problems or unpack examples of new learning, which helps determine which students are ready to accelerate. Also, since all Benchmark items are part of the curriculum and students will encounter them at some point during the year, having that information ahead of time helps teachers to prepare for their upcoming instruction.

However, the district recognizes that it would be inappropriate to "grade" students for material on which they have not yet been taught. Thankfully, the LinkIt! Benchmarks have a sliding scale of expectations that represent where the learner is supposed to be in the curriculum at a given point in the year. In other words, the requirements for "Meeting Expectations" in the Fall is therefore different from "Meeting Expectations" in the Spring.



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The chart below indicates how each student's performance band will be converted to a numerical grade.

Benchmark Performance Band	Grade
Exceeding Expectations	100
Meeting Expectations	95
Almost Meeting*	85
Approaching Expectations	75
Partially Meeting Expectations	65
Not Meeting Expectations	55

*This performance band represents students who are on the borderline of meeting expectations or not. LinkIt! identifies these students as being on the "Bubble". These students will receive specialized support to help them get over the cusp and pass the NJSLA.

Chiefly, the district is confident that using these Benchmark assessments and counting them in the gradebook for ROBMS and BHS students will provide accurate and meaningful information about student progress to the learners, their families, and the school district. With that in mind, **Benchmark results will also play an important role in identifying students who are in need of additional support through specialized programs and/or the Response To Intervention process, as well as a factor in determining placement for accelerated coursework (e.g. Level 1, Honors) and the Gifted & Talented Program.**



Grading Categories, Number of Assignments & Weights

As stated earlier, the community's desire to receive more effective feedback about student learning was the major impetus for the District Grading Workshops. As always, the district maintains the expectation that teachers will design and implement assessments that effectively measure and report students' mastery of the New Jersey Student Learning Standards. The various categories in Genesis Gradebook provide the avenues by which teachers can communicate that progress.

According to the New Jersey Professional Standards for Teachers (NJAC 6A:9-3.3), "the teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making." Further, the following excerpt from the Professional Standards for Teachers exemplifies the district's vision for the proper role of assessment in teaching and learning:

- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.



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Beginning with the 2019-2020 school year, the following expectations are in place for grading and assessment.

- All Genesis gradebooks will use the following four categories: Major Assessments, Minor Assessments, Course Participation, Benchmarks. The value for each category is reflected in the table below.
- Each marking period, teachers are expected to deliver, collect, and grade a minimum of **four (4) Major Assessments** and **eight (8) Minor Assessments** that are aligned to the appropriate NJSLS standards.
- Each Major Assessment must be preceded by one or more related Minor Assessments to provide feedback about student learning.
- it is imperative that teachers space their formative and summative assessments strategically throughout the curriculum. This enables teachers to utilize assessment data to effectively guide future instructional decisions.
 - Specifically, two (2) Major Assessments need to occur before the interim of each marking period, with the other two (2) Major Assessments afterward.
- Grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
- In an effort to better partner with students' families, assignments and due dates should be posted online, either in Google Classroom or the teacher's website. Similarly, all Major Assessments should be returned to students and their families after they have all been graded.
- Benchmark assessments will be replacing Accelerated Math and ELA testing as one of the criteria for entrance into those programs. Students will no longer take a separate placement test.
- Grades will be entered into Genesis in an expeditious manner, with timelines based on the size and complexity of the individual assignment. In general, grades for **Minor Assessments should be entered within one week** of being collected, and **Major Assessments within two weeks** of being collected.



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Category Weights

	Major Assessments	Minor Assessments	Course Participation	Benchmark
Grades 2 - 5	50%	30%	20%	n/a
ROBMS On-grade Math, ELA, Science, Social Studies, Spanish, STEM	50%	30%	15%	05%
ROBMS Accelerated / Level 1	55%	30%	10%	05%
BHS College Prep	50%	30%	15%	05%
BHS Honors	55%	30%	10%	05%
BHS Advanced Placement	60%	30%	05%	05%

Examples of **Major Assessments** (minimum of four (4) per marking period) include items that are **summative** in nature, and occur at the conclusion of a unit of study. These include:

- Tests, projects, research papers, prose-constructed response timed writings, formal presentations, lab reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.

Examples of **Minor Assessments** (minimum of eight (8) per marking period) include items that are **formative** in nature, and occur throughout the learning process to inform the teacher, student, and their family about the child's progress in learning. Examples of such include:

- Quizzes, independent practice of math problems, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in-class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.



Professional Expectations

Through this document, the district strives to establish a vision for high-quality assessment and grading. While the district recognizes that some of the new grading practices represent a significant departure from previous procedures and guidelines, we also firmly believe that these changes represent a move towards best practice. These new grading practices are also supported by the Board of Education, through policy **2624 - Grading System**, listed below.

In closing, the district sincerely hopes that teachers warmly embrace these new expectations, as they represent the best opportunity to provide accurate feedback about student learning. Therefore, teachers are encouraged to avidly partner with students' families, and think of well-crafted assessments as the ideal way to share and report information about student progress in learning.

2624 - GRADING SYSTEM

Section: Program

Date Created: October, 2002

Date Edited: June, 2019

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual students is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Student Learning Standards and the educational goals of the district.

Students shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward students for positive efforts and minimize failure, and students should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and students, a grading program appropriate to the course of study and maturity of students. It is the expectation of the Board of Education that teaching staff members will align their assessment practices with the guidelines and directives provided by the administration. The final decision on any contested grade will be the responsibility of the administration. A student classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.



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Appendix A: Grade Ranges & GPA

4.0 SCALE APPLIED RETRO TO SY16-17 to SY18-19						SY19-20 AND BEYOND				
Letter Grade	Number Grade	Old GPA	New GPA Retro	Honors GPA (+0.5)	AP Courses GPA (+1.0)	Letter Grade	Number Grade	College Prep GPA	Honors GPA (+0.5)	AP Courses GPA (+1.0)
A	100	4.87	4.00	4.50	5.00	A+	100	4.00	4.50	5.00
A	99	4.75	3.96	4.46	4.96	A+	99	3.97	4.47	4.97
A	98	4.62	3.91	4.41	4.91	A+	98	3.94	4.44	4.94
A	97	4.50	3.87	4.37	4.87	A+	97	3.91	4.41	4.91
A	96	4.37	3.83	4.33	4.83	A	96	3.88	4.38	4.88
A	95	4.25	3.79	4.29	4.79	A	95	3.85	4.35	4.85
A	94	4.12	3.74	4.24	4.74	A	94	3.82	4.32	4.82
A	93	4.00	3.70	4.20	4.70	A	93	3.79	4.29	4.79
B	92	3.87	3.30	3.80	4.30	A-	92	3.76	4.26	4.76
B	91	3.75	3.20	3.70	4.20	A-	91	3.73	4.23	4.73
B	90	3.62	3.10	3.60	4.10	A-	90	3.70	4.20	4.70
B	89	3.50	3.00	3.50	4.00	B+	89	3.30	3.80	4.30
B	88	3.37	2.86	3.36	3.86	B+	88	3.23	3.73	4.23
B	87	3.25	2.72	3.22	3.72	B+	87	3.15	3.65	4.15
B	86	3.12	2.58	3.08	3.58	B	86	3.08	3.58	4.08
B	85	3.00	2.44	2.94	3.44	B	85	3.00	3.50	4.00
C	84	2.87	2.30	2.80	3.30	B	84	2.88	3.38	3.88
C	83	2.75	2.20	2.70	3.20	B	83	2.77	3.27	3.77
C	82	2.62	2.10	2.60	3.10	B-	82	2.65	3.15	3.65
C	81	2.50	2.00	2.50	3.00	B-	81	2.53	3.03	3.53
C	80	2.37	1.86	2.36	2.86	B-	80	2.42	2.92	3.42
C	79	2.25	1.72	2.22	2.72	C+	79	2.30	2.80	3.30
C	78	2.12	1.58	2.08	2.58	C+	78	2.23	2.73	3.23
C	77	2.00	1.44	1.94	2.44	C+	77	2.15	2.65	3.15
D	76	1.86	1.30	1.80	2.30	C	76	2.08	2.58	3.08
D	75	1.72	1.25	1.75	2.25	C	75	2.00	2.50	3.00
D	74	1.57	1.20	1.70	2.20	C	74	1.88	2.38	2.88
D	73	1.43	1.15	1.65	2.15	C	73	1.77	2.27	2.77
D	72	1.29	1.10	1.60	2.10	C-	72	1.65	2.15	2.65
D	71	1.14	1.05	1.55	2.05	C-	71	1.53	2.03	2.53
D	70	1.00	1.00	1.50	2.00	C-	70	1.42	1.92	2.42
F	<= 69	0.00	0.00	0.00	0.00	D+	69	1.30	1.80	2.30
						D+	68	1.23	1.73	2.23
						D+	67	1.15	1.65	2.15
						D	66	1.08	1.58	2.08
						D	65	1.00	1.50	2.00
						F	<= 64	0.00		



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Appendix B: Practical Tips for Managing Retests in the Classroom, (Based on Wormeli 2015)

1. Create a physical Retest Folder per marking period to house Retests.
2. Build a toolbox of alternative versions of assessments.
3. Ensure that parents and students are aware of the Request to Retest protocol and reiterate that retakes are permitted at teacher discretion. This means that students and parents may not take the retake option for granted.
4. Students must submit a plan of relearning and provide evidence of that relearning before assessments can be redone. This includes creating a calendar in which students list day-by-day what they will do to prepare. Teachers are expected to guide students through this process. It needs to be manageable and developmentally appropriate.
5. If a student doesn't follow through on the relearning steps he or she promises to do, consider asking the student to write a letter of apology to you and to his or her family for breaking the trust.
6. Require parents to sign the original Request to Retest original so they're aware that their child has required multiple attempts to achieve the standard. (If there is neglect or abuse in the home, of course, remove this requirement.)
7. If the same student repeatedly asks for redos, something's wrong. The content is not developmentally appropriate, perhaps there are unseen issues at home, or maybe there's an undiagnosed learning disability. Investigate.
8. Choose your battles. Push hard for students to retake any Major Assessment (except Benchmarks) associated with the most important curriculum standards.



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9. Allow students who get Cs and Bs to retest just as much as students who earn Ds and Fs. Why stand in the way of a student who wants to achieve excellence?
10. Plan by backwards design and space out your Major Assessments. The last Major Assessment grade should be returned by the end of week 9 to allow for retakes during week 10 of the marking period. If a retake needs to be completed later, the teacher must give the earned grade and can put in for a grade change within the first two weeks of the following marking period.
11. The higher of the two grades stands. Teachers may NOT average the two grades. One grade simply replaces the other.
12. Unless an assessment is complex and interwoven, allow students to retake just the portions on which they performed poorly, not the entire assessment. To assist with this, retest the skills aligned to the standard on your retake assessment; record the standard (s) at the top of the assessment. Separating standards in this way saves time for both the teacher and the students.



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Appendix C: Request to Retest Form (K-5)

Name: _____

Date: _____

Teacher: _____

What do you want to retest? _____

Previous Score: _____

Retake Score: _____

Circle one: **Approved / Denied**

If approved, all items, including the retake, must be completed by _____.

You will be completing your reassessment on _____.

Please reflect on why you did not meet the standards on this assessment. Why did you struggle with this test? What could you have done differently to make a difference? What have you learned about your study habits? What strategies do you feel work best for you?

Review the original assessment. What were the specific areas that need improvement?

Plan to Improve: List three strategies you will do to improve your understanding & proof of completion:

1. _____ Proof: _____
2. _____ Proof: _____
3. _____ Proof: _____

Prior to retesting, you must complete the following steps (all must be turned in):

- Complete this Request to Retest and share it with me
- Teacher Approval to retest
- Review and correct the original test
- Provide additional evidence of studying (studying with partner, Cornell notes, attend after school session etc.)
- Complete all required assignments prior to retake

Request: I am requesting the opportunity to retest _____. I have worked hard to improve my understanding of this skill/concept. I understand that my request to retest is at the discretion of the teacher and that I will not be given the same test as before. I also know that ALL work related to the concept/skill must be completed and turned in BEFORE I have the opportunity to retest.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____



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Appendix D: Request to Retest Form (6-12)

Name: _____

Date: _____

Teacher: _____

Course: _____

Name of Assessment: _____

Initial Score: _____

Please reflect on why you did not meet the standards on this assessment. Why did you struggle with this test? What could you have done differently to have achieved a different outcome?

Review the original assessment. What were the specific areas that need improvement?

Plan to Improve: List the steps you will take to remediation and the proof of completion:

Completed: YES / NO Signed: _____

Prior to retesting, you must complete the following steps (all must be turned in):

- Complete this Request to Retest and share it with me
- Teacher Approval to retest
- Review and correct the original test
- Provide additional evidence of studying (signed off above)
- Complete all required assignments prior to retake

Request: I am requesting the opportunity to retake _____ . I have worked hard to improve my understanding of this skill/concept. I understand that my request to retest is at the discretion of the teacher and that I will not be given the same test as before. I also know that ALL work related to the concept/skill, including the remediation, must be completed and turned in BEFORE I have the opportunity to retest.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

This section to be completed by the teacher

Circle one: Approved / Denied

If approved, all items included in the remediation plan must be completed by _____.

You will be completing your reassessment on _____.


Teacher Signature: _____

Date: _____



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Appendix E: Course Participation Rubric

	Academic Social Skills	Readiness to Learn / Study Skills	Homework	Classwork	21st Century College and Career Readiness
Meeting Expectations	<p>20 points Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below:</p> <ul style="list-style-type: none"> ● Self-advocacy ● Persistence /"grit" ● Identifying one's own needs and communicates needs to others <p>Student's classroom behavior is focused, on-task, and serves as a role model for others; the student does not require support from teacher, parents or others.</p>	<p>20 points Student</p> <ul style="list-style-type: none"> ● consistently arrives prepared for class and ready to learn; ● demonstrates high levels of organization, motivation, and ownership of his/her learning. <p>Student consistently produces notes and other materials that demonstrate:</p> <ul style="list-style-type: none"> ● effort to learn ● identification of the curriculum's main ideas and important supporting details. 	<p>20 points Student consistently completes the assigned homework and rarely misses a task, if at all.</p> <p>Student consistently expends his/her best efforts to complete assigned tasks.</p> <p>Homework consistently reflects high levels of care and pride in work.</p> <p>Homework is consistently done in a manner that advances learning.</p>	<p>20 points Student</p> <ul style="list-style-type: none"> ● consistently completes assigned classwork tasks; ● voluntarily and actively participates in classroom activities on a consistent basis; ● consistently remains focused and on task; ● contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion; ● consistently demonstrates leadership in collaborative activities. 	<p>20 points Student consistently demonstrates competency in the following NJSLS Career Ready Practices.</p> <p>CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.</p> <p>*A full description of these items is listed at the bottom of the rubric.</p>
Approach-ing Expectations	<p>15 Points Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction.</p> <p>Student's classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others.</p>	<p>15 Points Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning.</p> <p>Student frequently produces notes and materials that demonstrate effort to learn and identification of mean ideas, but may also require prompting and direction.</p>	<p>15 Points Student frequently completes the assigned homework but occasionally misses tasks, or tasks are completed with inconsistent effort .</p> <p>Homework usually reflects high levels of care and pride in work, but not always.</p> <p>Homework is generally done in a manner that advances learning.</p>	<p>15 Points Student</p> <ul style="list-style-type: none"> ● usually completes assigned classwork tasks and generally produces his/her best work; ● frequently participates in classroom activities but sometimes requires direction and prompting; ● during class discussions, usually contributes by actively listening, responding, and/or asking questions. 	<p>15 Points Student frequently demonstrates competency in the following NJSLS Career Ready Practices, but may need direction and support.</p> <p>CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.</p>



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<p>Not Meeting Expectations</p>	<p>10 Points Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or often requires teacher prompting or direction.</p> <p>Student's classroom behavior is generally unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others.</p>	<p>10 Points Student rarely arrives prepared for class and/or demonstrates limited levels of organization, motivation, ownership of learning.</p> <p>Student seldomly produces notes and materials that demonstrate effort to learn and identification of main ideas, and often requires prompting and direction.</p>	<p>10 Points Student rarely completes the assigned homework and frequently misses tasks, or tasks are completed with limited effort .</p> <p>Homework rarely reflects high levels of care and pride in work.</p> <p>Homework is generally not done in a manner that advances learning.</p>	<p>10 Points Student</p> <ul style="list-style-type: none"> ● seldomly completes assigned classwork tasks and generally does not produce his/her best work; ● usually does not participate in classroom activities and often requires teacher direction and prompting; ● during class discussions, usually does not contribute by actively listening, responding, and/or asking questions. 	<p>10 Points Student rarely demonstrates competency in the following NJSLS Career Ready Practices, and needs direction and support.</p> <p>CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.</p>
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***New Jersey Student Learning Standards for 21st Century Life & Careers / Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.



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Appendix F: References

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