

OVERVIEW

The purpose of this document is to assist your site in exploring best practice in grading and assessment by using the work of Ken O’Connor as the tool to begin collaborative conversations.

Fix #12: Don’t include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement, or use “I” for Incomplete or Insufficient Evidence.

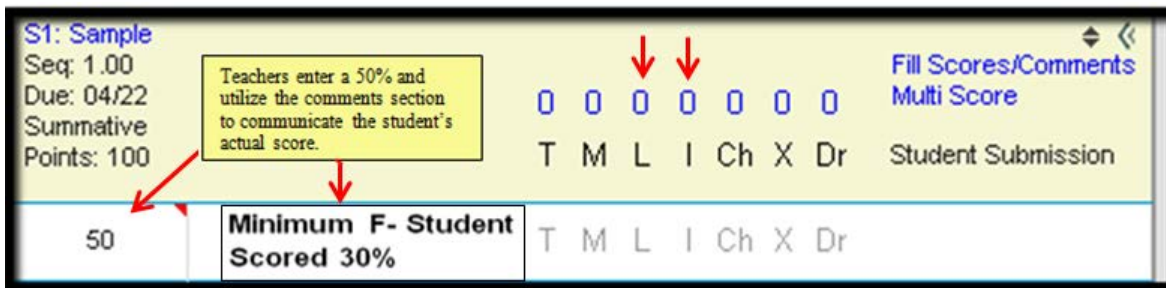
Using a zero, when calculating a series of grades, skews the resulting grade and gives an inaccurate picture of the student’s progress or achievement.

Alternatives to the use of zeros:

- Utilize a Minimum F (50 pts).
- Implement equal difference scales (4-3-2-1-0).
- Use an “I” (Incomplete or Insufficient Evidence). If an “I” is used, a school policy needs to be set for what length of time is given to students for completion of the work.

Using zeros and percentages below 50 distorts the grades dramatically resulting in inaccurately reporting student progress. This practice could be masking a behavior issue rather than an academic deficit resulting in the student not getting the assistance needed to be successful.

Teachers should select the “L” in Infinite Campus to communicate missing/late work. There is a custom Late Report which shares all missing work which can be communicated to guardians. To utilize the Minimum F, teachers should populate a 50 percent for scores below this threshold and communicate through the comments field that the Minimum F has been used to replace the original score.



PREPARATION

- MATERIALS:
 - A Repair Kit for Grading: 15 Fixes for Broken Grades by Ken O’Connor
 - 15 Fixes Brochure
- TIME: 30-45 Minutes

ACTIVITY

1. Play Fix #12 Ken O’Connor’s video (included in book).
2. Many educators confuse the two grading practices related to handling missing student work and the utilization of the Minimum F. In teacher teams, form groups of four. Two team members will present a situation in which you would recommend the use of the Minimum F. The other two team members will present a situation recommending an alternative practice to assigning zeros for missing work. Each group will have the opportunity to share their situations and defend their conclusions. Use the tables provided below to record your team responses.

For more information, refer to Chapter 4, page 95, Fixes for Inappropriate Grade Calculation.

Minimum F Practice

Situation	How should it be used?	Why?

Alternatives to Zeros

Situation	What should be done?	Why?



How do you ensure the accuracy of your grades?

MAKING THE CONNECTION

Nevada Educator Performance Framework
(NEPF)

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 4 – Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

Indicator 1 - The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.

Indicator 2 - The teacher structures opportunities for self-monitored learning for all students.

Indicator 3 - The teacher supports all students to take actions based on the students' own self-monitoring processes.

STANDARD 5 – Assessment is Integrated into Instruction

Indicator 1 - The teacher plans on-going learning opportunities based on evidence of all students' current learning status.

Indicator 2 - The teacher aligns assessment opportunities with learning goals and performance criteria.

Indicator 3 - The teacher structures opportunities to generate evidence of learning during the lesson of all students.

Indicator 4 - The teacher adapts actions based on evidence generated in the lesson for all students.

TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 5 – Student Perception

Indicator 1 - The students report that the teacher helps them learn.

Indicator 2 - The students report that the teacher creates a safe and supportive learning environment.

Indicator 3 - The students report that the teacher cares about them as individuals and their goals or interests.

Source:

http://www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Teacher/Teacher-Professional%20Responsibilities%20Rubric.pdf.