

Cashmere Middle School

ASSESSMENT & REPORTING HANDBOOK



MISSION STATEMENT

Ensuring high-Levels of learning for all in a safe and supportive setting.

Cashmere Middle School Grading Policy

To provide a *consistent & equitable* system of reporting student learning of grade-level standards, we commit to the following guidelines for grading:

1. Assessment and reporting procedures relate directly to learning standards.
2. Achievement of standards are reported on a proficiency scale. 1=beginning; 2=approaching; 3=proficient; 4=distinguished.
3.
 - a. Individual achievement of stated learning goals is the only basis for scores.
 - b. Effort, participation, attitude and other behaviors are not included in scores but are reported separately, unless they are a stated part of a learning goal.
 - c. Late submission of assessment evidence is handled as follows:
 1. Teachers may set due dates and deadlines for all scored assessment evidence and that will be part of a student score.
 2. There shall be no penalties for late submission of assessment evidence.
 3. Late submission of assessment evidence will lead to parent contact and will be noted in comments and life skills sections of grade book.
 4. Late submission of assessment evidence will result in the requirement of a support session during the school day, before school, at lunch (THINC) or after school (Power Hour).
 5. Students may request and receive extension of timelines.
 - d. Absences are handled as follows:
 1. Students shall not be penalized for absence.
 2. Absent students shall be given make-up opportunities for all missed Assessments without penalty.
 - e. Incomplete practice is handled as follows:
 1. Practice that is not submitted will be identified in the gradebook as NE (No evidence).
 2. Students are expected to complete all required work and will be given opportunities and support to do so. Students will attend THINC (Time for help with missing or unsatisfactory work) during lunch break until work is completed.
4. In determining scores, teachers must decide whether they have sufficient evidence of achievement. If not, the score recorded is an "NE" (Not Enough Evidence) The "NE" will remain on the report card until such time as the student provides the missing evidence.
 - a. Teachers provide timely feedback on formative and summative assessments.
 - b. Scores from assessments of standards are used primarily to determine achievement of essential standards.

- 5. a.** Scores are not cumulative, but are based on the most recent assessments
- b.** Second chance (or more) assessment opportunities may be made available to students; students will receive the highest score, not an average score, for any multiple opportunities.
 - c.** Second chance opportunities are only given to students who have demonstrated extra practice measures or have met with the teacher for additional instruction.
 - d.** Second chance opportunities may happen before, during, or after school which may require extra time on the student's part.
- 6. a.** Grading seeks to ensure the score each student receives is an accurate representation of his or her performance- based on the standards.
- b.** Consideration will be given to the use of statistical measures other than the mean for calculating scores, for example median or mode.
- 7. a.** Assessments are aligned to and written at the grade level proficiency standard. Opportunities to demonstrate a student's ability to "exceed proficiency" may be offered after proficiency has been met.
- b.** Teachers properly record evidence of student achievement on an on-going basis.
- 8. a.** Teachers discuss assessment with students, in an age-appropriate manner, at the beginning of instruction. When feasible, students will be involved in decisions about methods of assessment and scoring rubrics.
- b.** Teachers provide students and parents a syllabus with a clear grading policy in easily understandable language during the first week of classes in each course or grade.
 - c.** Teachers provide students with rubrics (success criteria) before each assessment is administered.
 - d.** Students regularly track their progress towards meeting proficiency of grade-level standards.

Professional Learning Communities in Action

Professional Learning Communities (PLC) is the process by which the district operates. Every decision the district makes supports one or more of the PLC four essential questions:

- 1) What do we want students to learn?**
- 2) How do we know if students learn it?**
- 3) What do we do if students did learn it?**
- 4) What do we do if students didn't learn it?**

Purpose of Standards-Based Learning

The purpose of standards-based learning and reporting is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based learning and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards. This system separately assesses the influence of positive and consistent life skills on student learning.

Standards-Based Assessment and Reporting

Standards-based assessment and reporting measures the mastery of the essential standards, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Scores are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

A Standards-Based Approach:

- Indicates what students know and are able to do.
- Scores indicate a student's progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Is based on complex tasks, as opposed to rote memory.
- Occurs when appropriate, not just on scheduled days.
- Emphasizes the more recent evidence of learning.

Academic Key for the Report Card with Details

4 - Distinguished

- Student independently and consistently exceeds grade level standards
- Student demonstrates a deeper understanding of grade level standards
- Student independently and consistently extends all work above and beyond the stated grade level standards

3 - Proficient

- Student independently and consistently meets grade level standards
- Student demonstrates consistent application of skills
- Student independently applies grade level concepts and skills

2- Approaching

- Student is developing toward independence and consistency in meeting grade level standards
- Student is progressing in understanding, however, the skills are not yet mastered
- Student needs assistance to apply grade level standards

1- Beginning

- Student is working below grade level expectations
- Student struggles with assistance
- Student needs continued support and assistance

NE- No Evidence

- Student did not provide evidence to demonstrate understanding
- Student was not able to provide evidence, even with assistance
- Student needs intensive support and assistance

A student may receive a 4 or 3 at any point in time, provided that current work and performance of that student align with the descriptors at a level 3 or 4. The difference between level 3 and level 4 performance is generally based on student work that involves transfer, depth, and complexity.

In order to assess if a student is achieving at the “Distinguished Level-4” of performance it is necessary to provide opportunities for students to work at the highest level of performance. To accomplish this goal, teachers will need to include level 4 content on assessments and provide opportunities for 4 work on projects and other classroom activities. These activities should allow students to extend their understanding of the content.

CMS Reporting Practice #1

Only includes scores that relate to the achievement of the standards.

- Be clear about what students must know and be able to do.
- Have a clear understanding of what each level of performance looks like before students begin work by utilizing proficiency scales.
- Ensure that questions are tied to essential standards to verify that assessments measure what is intended.
- Data collected on non-academic factors (effort, participation, attendance, attitude, adherence to class rules, late work etc.) should be reported separately.
- Base scores on individual achievement not group scores.
- Apply other consequences for academic dishonesty other than reduced scores.
- Daily work and practice should not be included in the student's academic score. Daily work and practice should be a risk-free chance to experiment and practice with newly acquired skills without penalty.

Benefits:

By reporting on specific learning standards, standards-based grading provides considerably more feedback about how a student is progressing toward learning each standard. This will allow us to report student learning more accurately and to the degree to which students have attained mastery of learning objectives.

It is essential for students to do practice work that is tied closely to essential standards and for students to see those connections. Teachers provide feedback on homework that is assigned to practice new skills.

Attendance, effort, behavior, participation and other factors are important, but separating these from achievement factors will give parents a clearer picture about their student's learning. Students will be held accountable for these factors but they will be reported separately.

CMS Reporting Practice #2

Use a variety of assessment methods to collect high quality, organized evidence of achievement.

- Use multiple measures to determine student achievement. Include more than one kind of assessment to examine the same kind of knowledge or skills (ex: paper/pencil
 - assessments, essay assessments, performance assessments, lab assignments, and personal communication) to evaluate student achievement on grade/course level standards.
- Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard.
- Gather evidence using quality assessments.
- Organize and report evidence of learning by standards/learning goals.
- Provide clear descriptions of achievement expectations and score each assessment on clear, pre-established criteria.
- Compare each student's performance to preset standards not based on student's achievement compared to other students.

Benefits:

Links the basis for curriculum instruction, assessment, and intervention, provides clear focus and makes grading consistent, accurate, meaningful, and supportive of learning.

Minimum Assignments Evaluated Each Quarter/Semester

A teacher should have a sufficient quantity and variety of assessments during the reporting period to accurately reflect student achievement on any particular standard. To determine a quarterly score, teachers collect evidence of student learning through daily work, observation, and assessment. This evidence is used to determine whether the student has mastered the skill or needs additional time.

Measurement experts suggest that to make a judgement about anything, we need at least **three pieces of evidence**; this is because the first may be luck, chance or measurement error in one direction; the second may be luck, chance, or measurement error in the other direction, and the third will usually confirm the first or second piece of evidence. Ideally teachers should have more than three pieces of evidence for student's achievement on each reporting standard for the quarter.

Formative Assessment Measures

Formative assessments are an assessment for learning and can broadly be described as an indicator that captures a student's progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. These assessments are used to plan for future instruction.

Formative Assessments that *might* be used for measuring proficiency:

- Skill Checks
- Running Records
- Entry Tickets to check for understanding
- Exit Tickets to check for understanding
- Quizzes
- Teacher questions during instruction
- Other Class activities not listed above

Summative Assessment Measures

Summative Assessments are a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a standard. It is an assessment of learning as it occurs after instruction to determine what students know, understand, and can do at one point in time.

Summative Assessments that *might* be used for measuring proficiency:

- Enrichment Activities (supplementary activities that support standards)
- Written, oral, and performance tasks
- Tests
- Quizzes (beyond skill checks)
- Written Work (essays, stories, etc.)
- Projects
- Presentations
- Problem-based/inquiry learning tasks
- Other comprehensive/ cumulative assignments not listed

CMS Reporting Practice #3

Use appropriate achievement determination.

- Achievement of standards are reported on a proficiency scale. **BEG**=beginning; **APP**=approaching; **PRO**=proficient; **DIS**=distinguished.
- **Eliminate zeros** in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use U- (Unsatisfactory) or NE (No Evidence).
- **Practice work** shall receive the following scores based on pre-determined rubrics, practice norms, or a teacher's professional judgement. S= Satisfactory, U= Unsatisfactory, and NE= No Evidence.

Benefits:

Accurate grade determination provides the real measure of an individual's achievement and is fair to all learners. The use of a grading scale that is unequal, such as the 100 point scale, distorts the final grade as a true indicator of mastery.

CMS Reporting Practice #4

Use assessment procedures that support learning.

- Use only evidence from assessments to determine scores.
 - Teachers carefully consider using a variety of the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning.
 - Information from formative assessments should be used to provide feedback on progress towards mastery of the standards and to develop interventions and re-teaching opportunities.
- The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the most recent information.
- Homework, practice, and daily work will not be included in the student's academic score. Daily work, practice, and homework are risk-free chances to experiment and practice with newly acquired skills without penalty.
- Include students in the assessment/reporting process. Students should track their own progress on identified standards.
- Communicate with students and parents using a standards-based reporting system.

Benefits:

The goal of frequent assessment is to modify learning. Formative assessments are scored and can be recorded but mainly used to track student learning so that appropriate instruction can be planned. Including students in classroom assessment practices and scoring ensure that the expectations are clear to all, promotes student learning and encourages self-assessment and mastery of the standards. Where learning is developmental and will grow with time, repeated practice and assessment provides evidence of progress

Standards Based Reporting and Special Education

Accurate information on learning progress is essential for all students. The assessment of students with disabilities within a general education classroom requires accurate information as well. In core content areas (English Language Arts, Mathematics, Science and Social Studies), students should be evaluated according to grade-level expectations.

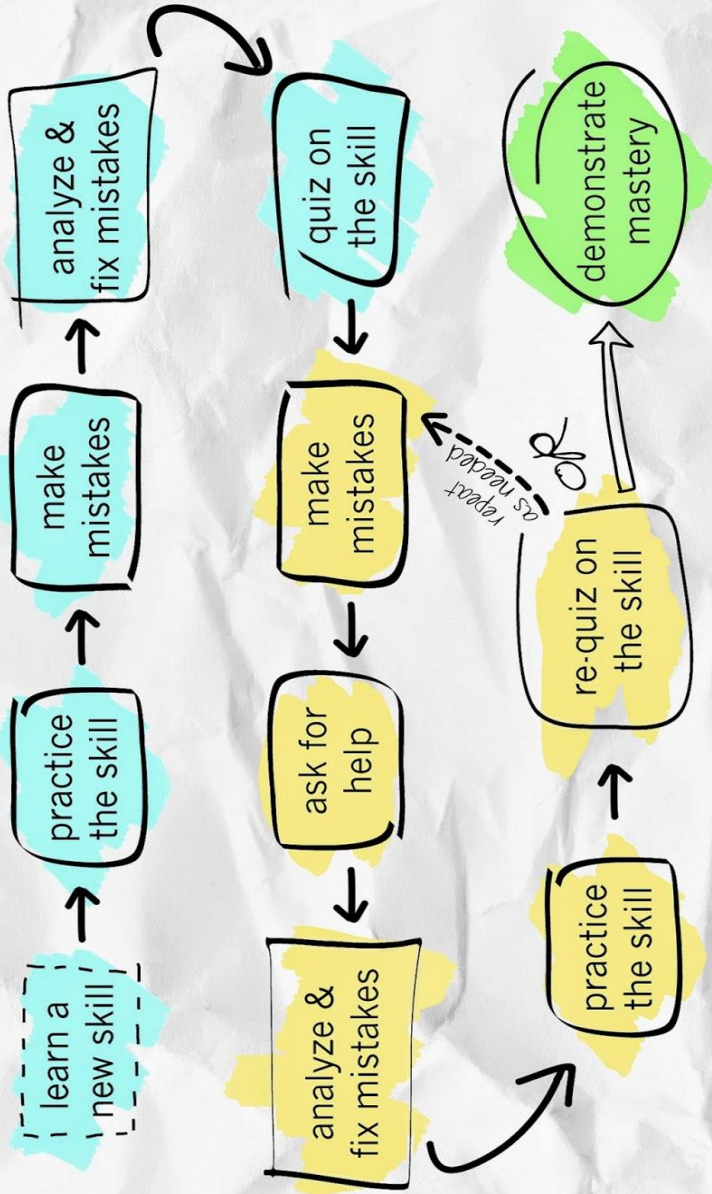
Students who receive accommodations and complete grade-level work should not receive any penalty in assessment and should be entitled to a full range of scores. Accommodations do not change the difficulty in the work. Accommodations include such practices as extended time, more writing space around text or math problems, enlarged print, changes in testing formatting (i.e., multiple choice rather than matching).

Modifications of the curriculum require changes to content, rigor, and grade-level standards. This type of change in instruction should be considered carefully. If a student has an IEP and work is modified, that should be discussed, but legally cannot be noted on the student's report card. In such cases it is necessary to communicate to parents that curriculum is modified and that the child will be evaluated according to grade level standards as required on that report card.




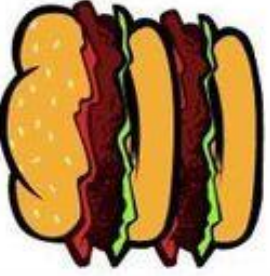
If the student is in the general education classroom for a subject area, they should be evaluated on the same standards as the rest of the students in that classroom.

The report card provided to students with disabilities must be as accurate and meaningful as reports cards provided to all other students.





CYCLE OF LEARNING





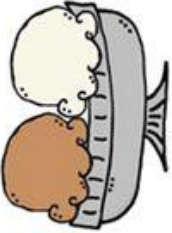

Simple Rubric to use with students and parents

The Hamburger Rubric			
1	Student needs reteaching and extra support to understand what is required to meet the standard.		Getting Started
2	Student has added some "meat" to his/her understanding of the concept and/or performance. With some revision , this work can meet standard.		Work In Progress
3	Student has demonstrated proficiency. He/she understands the concept and has met requirements. This work meets the standard.		Standard Work
4	Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.		Deluxe Work

The Hamburger Rubric

<p>1</p> <p>Student needs reteaching and extra support to understand what is required to meet the standard.</p>	<p>2</p> <p>Student has added some "meat" to his/her understanding of the concept and/or performance. With some revision, this work can meet standard.</p>	<p>3</p> <p>Student has demonstrated proficiency. He/she understands the concept and has met requirements. This work meets the standard.</p>	<p>4</p> <p>Student demonstrates understanding and proficiency and has exceeded the standard.</p>
			
<p>Getting Started</p>	<p>Work In Progress</p>	<p>Standard Work</p>	<p>Deluxe Work</p>

MY WORK

4	Advanced Understanding of the Benchmark "I used my learning in new and unique ways."	
3	Meets the Benchmark "I have learned what I need to know and do."	
2	Approaching the Benchmark "I am beginning to learn what I need to know and do."	
1	Does Not Meet the Benchmark "I have not learned what I need to know and do."	

Life Skills: Reporting on behaviors that successful students possess.

DAILY WORK AND PRACTICE

Daily Work & Practice	<u>NO EVIDENCE</u>	<u>UNSATISFACTORY</u>	<u>SATISFACTORY</u>
	<ul style="list-style-type: none">▪ No Evidence▪ Work is not submitted or is submitted without enough evidence to assess learning.	<ul style="list-style-type: none">▪ Incomplete work▪ Quality of practice is poor, rushed and/or shows limited evidence of thinking.	<ul style="list-style-type: none">▪ Complete▪ Quality of practice is strong, complete and shows evidence of thinking.

LIFE SKILLS: CLASSROOM BEHAVIORS

Classroom Behaviors	<u>1-BEGINNING</u> (Rarely)	<u>2-APPROACHING</u> (Sometimes)	<u>3-PROFICIENT</u> (Usually and Willingly)	<u>4-DISTINGUISHED</u> (Consistently and Eagerly)
I am prepared.			<ul style="list-style-type: none"> * Bring materials & assignments to class. * Be on time. * Be ready to learn. 	
I participate.			<ul style="list-style-type: none"> *Participate & be engaged in class; share & contribute. *Complete an equitable amount of work in groups. *Use class time appropriately to complete tasks; do not disrupt others. 	
I am respectful.			<ul style="list-style-type: none"> *Follow classroom expectations and instructions; manage your own behavior. * Work respectfully with staff & students. *Use appropriate language. *Listen while others talk; ask appropriate questions. 	
I am determined.			<ul style="list-style-type: none"> *Persevere when things are hard; use feedback for improvement. *Complete quality work. *Set & work toward goals. 	

LIFE SKILLS: PE/HEALTH CLASSROOM BEHAVIORS

Classroom Behaviors	<u>1-BEGINNING</u> (Rarely)	<u>2-APPROACHING</u> (Sometimes)	<u>3-PROFICIENT</u> (Usually and Willingly)	<u>4-DISTINGUISHED</u> (Consistently and Eagerly)
I am prepared.			<ul style="list-style-type: none"> * Be on time. * Dress in P.E. clothes. <ul style="list-style-type: none"> * blue, black short and gray, or Cashmere t-shirt * no jewelry/watches * proper shoes * Bring materials; pencil & planner 	
I participate.			<ul style="list-style-type: none"> *Participate & engage in class to the best of your ability. *Use class time appropriately to complete tasks. *Keep your Fit-Folio updated. 	
I am respectful.			<ul style="list-style-type: none"> *Follow classroom/locker room expectations and instructions. * Manage your behavior. * Work respectfully with staff & students; cooperate & be a good sport. *Use appropriate language. 	
I am determined.			<ul style="list-style-type: none"> *Set & work toward goals. 	

LIFE SKILLS: MUSIC CLASSROOM BEHAVIORS

Classroom Behaviors	<u>1-BEGINNING</u> (Rarely)	<u>2-APPROACHING</u> (Sometimes)	<u>3-PROFICIENT</u> (Usually and Willingly)	<u>4-DISTINGUISHED</u> (Consistently and Eagerly)
I am prepared			<ul style="list-style-type: none"> * Bring your instrument, book, music & pencil to class. * Use correct seat/stand position. * Keep music neat & organized. * Be on time for class 	
I participate			<ul style="list-style-type: none"> *Start/stop when conducted. *Participate & be engaged in class; sing/play & contribute. *Use class time well; do not disrupt others. * Use appropriate posture. 	
I am respectful.			<ul style="list-style-type: none"> *Follow classroom expectations & instructions; manage your own behavior. * Work respectfully with staff & students. *Use appropriate language. *Listen while others talk. 	
I am determined			<ul style="list-style-type: none"> *Persevere when things are hard; use feedback for improvement. *Learn from mistakes. *Stay motivated; quitting is not an option. 	

Standards-Based Assessment Definitions

Assessment	Gathering and interpreting information about student achievement using a variety of tools.
Benchmark Assessment	An assessment that measures a student's achievement level on all standards in a course that will be repeated periodically to check for improvement.
Common Assessment	The same assessment that is given and graded by common grade level/subject classrooms at about the same time to collect data.
Formative Assessment	Periodic assessment tool for learning that is used to adjust instruction for individual students or a whole class.
Grade	A simple, clear, and concrete summary representation of student achievement based on what a student knows at the end of a given time-period. The number (or letter) reported at the end of a period of time as a summary statement of student performance.
Mastery	Demonstration of student performance against standard criteria at a pre-established level.
Score	To score, evaluate, or place a value on a single product as compared to a standard or objective. The number (or letter) "score" given to any student test or performance
Standards	Statement that describes what and/or how well students are expected to understand and perform.
Standards-based Reporting	Achievement level based on mastery of essential standards—a grading system where scores denote progress toward the understanding of a specific standard.
Summative Assessment	An evaluation tool designed to show information about a student's achievement at the end of a period of instruction.
Test	An assessment intended to measure the student's knowledge or other abilities
Rubric	A grading tool used to provide feedback on an identified learning goal. The score signifies the knowledge a student has towards that learning goal. It moves from simple (APP) to more complex (PRO) with a score of DIS requiring synthesis and analysis. A score of DIS is the proficient level of mastering the targeted learning goal.

Definition of Terminology

<p>Assessment Any way in which a child’s performance is measured in comparison to a learning target.</p>	<p>Formative Assessment “Assessment for learning.” The assessments are made to determine a student’s knowledge and skills, including gaps. These assessments are used to plan for future instruction.</p>	<p>Summative Assessment “Assessment of learning.” These assessments are a comprehensive measure of a student’s ability to independently demonstrate concepts, skills, and knowledge embedded within a standard. These assessments are used to measure student’s mastery of a standard.</p>
<p>Evidence The available body of information that demonstrates understanding of a specified learning target</p>	<p>Feedback Information provided to a learner that is timely and specific and provides direction towards growth and improvement.</p>	<p>I Can Statements Accessible outcomes or objectives for a lesson that are based on the standards and are used to inform students of the goal(s) they must meet.</p>
<p>Mastery Consistent independent demonstration of the knowledge and skills included in the grade level learning targets.</p>	<p>Non-Academic Indicators Indicators of student behaviors and attributes that contribute to a positive school experience.</p>	<p>Proficiency Scales (Rubrics) A set of general and/or specific criteria used to evaluate a student’s performance on a task. Rubrics consist of a fixed measurement scale/ performance level (1-4) and a list of criteria that describe proficiency on tasks. Rubrics applied to student work products provide evidence and feedback on the level of proficiency the student has reached in addressing standards.</p>

Commonly Asked Questions

1. What is Standards-Based Grading?

Standards-based grading measures the mastery of the learning objectives, or how well students understand the material in class. It is based on a specific set of standards that students need to meet for each grade/content level. Scores are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level/course level standards. A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

2. What is the goal of Standards-Based Grading?

The primary goal of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. Standards-based grading and reporting will provide better communication to students, parents, teachers and administrators on what each student knows and is able to do according to the identified standards and separately assess the influence of positive and consistent work habits on student learning.

3. What is the effect on the GPA?

Standards-based grading will have no effect on GPA. At the high school level, the 4.0 scale will be converted to a letter grade which is used to determine GPA.

4. What student evidence determines scores?

Teachers carefully consider the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments (quizzes, tests), performance tasks, and teacher-student questioning. Several types of assessments will be available. Students can retest as many times as they need to, to show they know the concept or skill. Consistent descriptive feedback will be given to let students know what improvements are needed and what they are doing right.

The information that provides the most accurate depiction of students' learning is the most current information. If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.

5. What is the problem with including zeros in grades?

A zero has a profound effect when combined with the practice of averaging. Zeros skew the average. In a standards-based grading system, students earn credit for demonstrated learning. If a student submits no work or demonstrates no learning, then no credit is assigned. Late work and missing assignments will be dealt with separately. At the high school level, students missing an assignment will earn an incomplete until the assignment is turned in.

6. What about extra credit?

Extra credit does not measure learning. In a standards-based system, students can demonstrate their learning in many ways and timeframes. In a traditional system in which points determine everything, extra credit and extra points will influence a grade and not reflect any additional learning. For instance, a student that has a 2.0 on a specific learning goal may have multiple opportunities to demonstrate their learning at the 3.0 level. However, in a traditional system in which extra points are simply added in to the overall grade, extra points can be earned regardless of whether learning may have occurred.

7. When will standards-based grading and assessment become district-wide?

Each department and grade span are at different places on the standards-based assessment continuum. Each building is creating an action plan that will move them towards total adoption of standards-based grading.

8. What research has been used in developing standards-based assessment & grading?

The district has utilized research from the following experts in the field: Dr. Robert Marzano, Ken O'Connor, Jay McTighe, Rick Wormlet, Thomas Goosey, Douglas Reeves, Rick Stiggins.

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