



Crismon Elementary School

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December 9, 2019

Dear Crismon Parents:

In the fall of 2017 Mesa Public Schools began a journey of defining the purpose of grading and establishing grading processes that reflect best practices as defined by research. Five best practices were defined. Schools were charged with creating a common mindset around the 5 practices. Schools chose their own order for implementation, implementing 2 practices last school year and the following 3 this year and next year.

The 5 practices are

1. Retest/redo
2. Missing/late work/incompletes/zeroes
3. Homework
4. Behavior driven grading
5. Formative/summative assessment

During the 2017-2018 school year Crismon worked on practices 1 and 2 and implemented our plan fourth quarter. Our plan includes the following points:

- Students have the opportunity to re-do work. Additional instruction will be provided to assist students in completing the work. In the primary grades this will be teacher directed. As students progress in grade levels, they will assume more responsibility for determining the need to re-test or re-do work.
- Zeros will not be given. The expectation is that students will complete the work. In the electronic gradebook "mi/inc" will show for work that is missing or incomplete. The expectation is that this work will be completed by the end of the quarter.
- Teachers will primarily be using assessments to determine student competency with the standards. Practice opportunities will be provided, but will not be the basis for the "grade" in a subject.
- Non-academic consequences may be applied for students not completing required work.

During the 2018-2019 school year Crismon focused on homework and behavior driven grading. Our plan is as follows:

- Homework is viewed as practice, and a necessary step in learning. At the most, homework will account for 5% of the academic grade on the report card.
- Completing assigned tasks is a lifelong skill needed to be successful in college and career. Teachers will encourage students to complete their practice and we ask parents to do the same. Students' efforts around homework will be indicated on the report cards under skills and behaviors for successful learners.

During the current school year Crismon is focusing on articulating the use of formative and summative assessments. Formative assessments are strategies teachers utilize during

instruction to gauge the progress of learners toward mastery of learning objectives. Frequently formative assessments are not "tests". They can be activities during instruction that provide teachers with student feedback that informs further instruction and practice. Summative assessments are generally "tests" that provide teachers with information on student progress at the end of learning units. Typically, formative assessments are not used to communicate grades, since they are a work in progress. Summative assessments are used to indicate student performance and are part of the grades teacher generate when completing quarterly report cards. This has been our practice for the past several years.

I encourage you to visit with your child's teacher if you have questions about our grading practices implementation.

Sincerely,

Sandi Kuhn

Sandi Kuhn
Crismon Principal

Crismon Grading Practices

Implementing Proficiency Based Grading Practices

- Students will have the opportunity to re-do work. Additional instruction will be provided to assist students in completing the work. In the primary grades this will be teacher directed. As students progress in grades, they will assume more responsibility for determining the need to re-test or re-do work.
- Zeros will not be given. The expectation is that students will complete the work. In the electronic gradebook, "mi/inc" will show for work that is missing or incomplete. The expectation is that this work will be completed by the end of the quarter.
- Teachers will primarily be using assessments to determine student competency with the standards. Practice opportunities will be provided but will not be the basis for the 'grade' in a subject.
- While our grading practices are transitioning, our report card has not yet changed.
- Non-academic consequences may be applied for students not completing required work (work during recess, time in our alternative learning classroom to complete work)

Formative/Summative Assessments

We believe that formative assessments are assessments for learning and summative assessments are assessments of learning. With this in mind, formative assessments are used to guide further instruction.

We also believe that students must be provided multiple opportunities to demonstrate their learning. A summative assessment is not the end of learning. With this shared belief, as a faculty, we will do the following:

1. Formative assessment scores will be used to drive instruction. Students are in the process of learning. Formative assessments will not affect their grades.
2. Summative assessments are an assessment of progress at a given point. Teaching and learning continue. Summative assessment scores are recorded in the grade book. Students will have the opportunity to improve their summative scores. Students can re-test to demonstrate additional learning. If students re-test, their improved scores will replace previous scores in the grade book. We encourage additional learning, and will not penalize students for early learning results.