

JEFFERSON COUNTY PUBLIC SCHOOLS

Assessing Learning and Grading Framework

Middle School

2024-25



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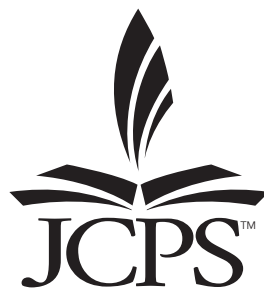


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Introduction

Assessing Learning and Grading Framework Purpose and Principles

The purpose of the *Assessing Learning and Grading Framework* for each level (elementary school, middle school, and high school) is to provide policies and procedures for how learning will be assessed, captured, and communicated. While the *Student Progression and Promotion Handbook* for each level provides policies and procedures for how learners progress through each level and are promoted, the *Framework* focuses on the guiding purposes, principles, and recommended practices for assessing learning and grading.

The *Assessing Learning and Grading Framework* is intended to build a bridge from our current policy and practice to our Future State of learning and assessment. As the 2021 Student Progression, Promotion, and Grading (SPP&G) Committee work began, each of the level sub-committees realized that they envision a future that primarily values competencies and mastery of standards. To this end, the SPP&G handbooks are divided into two documents, the *Student Progression and Promotion Handbook* and the *Assessing Learning and Grading Framework*. The *Framework* is focused on assessing learning and grading, with a look to the future, where we will examine and embrace competency-based (including standards-based) grading models. This framework will be updated each year as the District takes additional steps toward that vision.

Our Guiding Purposes for Assessing Learning and Grading:

- Monitoring student progress toward grade-/course-level, or above, standards and competencies
- Informing teaching to improve student learning
- Improving student ability to demonstrate, assess, and develop ownership of their learning
- Communicating the learning, growth, and achievements of learners to learners, families, and stakeholders

Our Guiding Principles for Assessing Learning and Grading:

- Flexibility in meeting the needs of all learners
- Emphasis on learning, growth, and achievements
- Assessment that is learner-centered, authentic, and performance-based
- Grade reporting that is consistent, supports learning, and promotes communication amongst stakeholders
- Assessing progress and evidence of learning toward mastery will be done in a variety of ways that recognize the strengths and competencies of every learner.
- Communication of engagement will include descriptive feedback, and/or competency-based rubrics, that focus on standards and success skills.

Recommended Practices:

- Performance-based assessments that are learner-centered and authentic
- Descriptive feedback reflecting student engagement
- Student self-assessment and reflection
- Emphasis on progress and evidence of learning toward mastery
- Supporting and encouraging revisions without penalty
- Use of rubrics and criterion-based feedback
- Formative assessments to determine both learning and next steps in teaching
- Focus on what was learned, rather than how or when
- Timely communication to students and families
- Elimination of “0” point grading due to the impact on overall grades

Key Terms

Learner-Centered Education

An approach to learning, teaching, and assessment in which the perspective, interests, needs, strengths, and agency of the learner are integral to the design of learning and assessment. This includes designing learning experiences and environments with every learner in mind and improving motivation, engagement, and ownership of their learning. Learners exercise voice and choice in their own learning and assessment and are partners in designing their learning journey. They actively grow competencies and evidence of learning toward mastery of knowledge and skills from academic disciplinary standards through a wide range of authentic, pedagogical approaches, including collaboration, discussion, group projects, and problem solving.

Competency-Based Learning

An approach to learning, teaching, and assessment where learners advance through demonstrated progress toward, and mastery of, key competencies (integrative and interdisciplinary knowledge, skills, and dispositions that can be found and applied within, but also between and beyond, academic disciplinary standards). Learners develop and hone these competencies—such as creativity, critical thinking, problem solving, working collaboratively, communicating effectively, and an academic or growth mindset (for example, our Jefferson County Public Schools [JCPS] Success Skills)—over time and through applying them in real-world tasks, contexts, and/or with authentic purposes. This approach often includes a flexible pace, sequence, progression, and/or means in which learners can demonstrate they have reached key milestones along the path to demonstrating mastery of key competencies.

Standards-Based Learning and Grading

An approach to learning, teaching, assessment, and grading that is based on students demonstrating understanding or evidence of learning toward mastery of academic disciplinary standards. Learning and progress are determined in comparison to these standards (concise, written descriptions of what students are expected to know and be able to do within an academic discipline). The criteria used to determine progress toward “meeting a standard” is defined in advance, often in a rubric, and teachers will evaluate learning progress and academic achievements in relation to these criteria. Grades for behaviors and work habits are important but are often reported separately from academic grades.

Authentic Performance Assessment

These are assessments in which learners demonstrate learning by applying their competency, knowledge, and skills by creating products and performances that relate to experiences of the real, professional, and civic world.

Educators and students will often use collaboratively developed purposes or goals, scoring guides, rubrics, and other methods to evaluate whether the performance or product demonstrates that students have learned to the expected standards. Authentic assessments not only are useful for determining what has been learned previously but also are themselves a meaningful learning experience. Some common authentic performance assessments include defense of learning, capstone and community-service projects, student-led portfolio conferences, exhibitions of learning, and many types of authentic writing.

What Does This Mean for Learners, Educators, and Families?

It means moving away from a traditional grading system that:	It means moving toward a competencies-/standards-based assessment approach that:
<ul style="list-style-type: none"> Is primarily designed to communicate how learners do overall, when compared to each other. 	<ul style="list-style-type: none"> Is designed to communicate the level of learning and/or progress made in relation to the criteria of many standards and competencies.
<ul style="list-style-type: none"> Often does not communicate criteria for success. 	<ul style="list-style-type: none"> Has clearly identified and publicly communicated criteria for success in standards and competencies.
<ul style="list-style-type: none"> Converts learning to points/percentages on a 100 percent grading scale that does not explicitly communicate the learning and/or progress toward demonstrating standards and competencies. 	<ul style="list-style-type: none"> Clearly and transparently communicates learning and/or progress toward demonstrating competencies and standards via criterion-based rubrics.
<ul style="list-style-type: none"> Includes incomplete work and the use of zeros, which results in very low scores and emphasizes task completion more than accurately reflecting learning and/or progress. 	<ul style="list-style-type: none"> Explicitly and consistently communicates the level of learning and/or progress in a few criterion-based categories, avoiding the masking and distorting effects of averaging and using zeros.
<ul style="list-style-type: none"> Combines and averages a variety of learning achievements with effort, engagement, behavior, and possibly late penalties and/or extra credit to determine a final composite grade. 	<ul style="list-style-type: none"> Reports a variety of distinguishable learning achievements that build into milestones along the path of progressing toward mastery, while describing learner engagement and/or behaviors separately.
<ul style="list-style-type: none"> Emphasizes when a task is completed/turned in without communicating what learning or progress has occurred (with less flexibility in how learning/progress is demonstrated by the learner). 	<ul style="list-style-type: none"> Emphasizes what learning or progress toward a standard/competency has been demonstrated (with more flexibility in how and when the learning/progress is demonstrated by the learner).
<ul style="list-style-type: none"> Focuses learners more on “What did I get?” and “How did I do compared to other students?” 	<ul style="list-style-type: none"> Focuses learners more on “What did I learn?” and “What can I do?”

Board of Education Policies

Students With Disabilities (Board Policy 08.22)

In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.

Student Conferences (Board Policy 08.221)

Teachers shall be available for conferences requested by students. Teachers may initiate such conferences without a student request when the need is evident.

Parent Conferences (Board Policy 03.1332 and 08.221)

Certified employees shall be available for conferences requested by parents. Reports to parents shall include a provision for a parent or teacher request for a conference. Such conferences shall be scheduled at a mutually agreeable time to the extent possible. The Board shall endeavor to provide for parent-teacher conferences within the school calendar.

Parents shall be encouraged to attend two (2) parent-teacher conferences annually.

Homework (Board Policy 08.211)

Each school shall establish guidelines for out-of-school assignments. These guidelines shall encompass amounts and types of reasonable homework assignments by grade level.

Homework shall be assigned for the improvement of learning. Curriculum-related assignments shall not be used for disciplinary purposes. Assignments should have meaning for the student, should be clear and specific, and should be of an amount and type that may be accomplished in a reasonable period of time.

Notification of Student Performance (Board Policy 08.221)

Parents/guardians shall be notified annually of the procedures used to evaluate the academic performance of students. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, parents/guardians must be notified in a timely manner prior to the distribution of the progress report or report card.

Category of Academic Grades

Student learning and progress are reported based on evidence of student work and/or performance that demonstrates progress toward and/or acquisition of essential standards and competencies (Success Skills), and thus reflects what the student has learned and/or is able to do. Teachers will also offer students descriptive feedback regarding student engagement with competencies (Success Skills) and standards, but student engagement is not included in the determination of a grade. Student learning and growth must be represented in a variety of sources and kinds of evidence/assignments.

- Participation should be noted in descriptive feedback only, and academic grades are not reduced as punishment for misconduct or inappropriate behaviors, including submitting late work or not having supplies.
- These behaviors should be reflected in the student’s conduct report.
- Teachers must ensure that all students have equitable access and opportunities to complete class and homework and provide support for students to overcome barriers.
- A copy of the teacher’s reporting procedures for capturing and communicating learning and growth must be provided to students, parents/guardians, and the principal/designee.

Category of Academic Grades	Evidence of Learning Toward Mastery (Examples include, but are not limited to, the following.)
Student Evidence of Learning Toward Mastery of Standards and Success Skills <ul style="list-style-type: none"> • Shall count for 100% of the total academic grade. 	Projects (e.g., project or problem-based), performance assessments, demonstrations of learning, authentic assessments, presentations/defenses, other evidence of learning toward mastery, or tests/proficiency assessments
<ul style="list-style-type: none"> • No one assignment can count for more than 20% of the entire Mastery category. Students should be afforded multiple opportunities to demonstrate learning and mastery, with some tasks and/or assignments able to be reused and resubmitted after feedback and/or more practice to demonstrate mastery. 	

Descriptive Feedback	Examples of Evidence of Learning (Examples include, but are not limited to, the following.)
Student Engagement With Standards and Success Skills <ul style="list-style-type: none"> • Shall be communicated through descriptive feedback. 	Participation, group work, class discussion, journals/logs/notebooks, projects, teacher observation, student reflection, demonstrations of learning, defenses, and/or other evidence of student interaction

The Infinite Campus gradebook should also align with the Assessing Learning and Grading Framework and syllabus. Parents/Guardians may obtain information about reporting procedures from their child, through online resources, at Open House, and during parent-teacher conferences.

It is recommended that teachers consider reporting with a criterion rubric that reflects the progression of a skill or competency, rather than completion of a task. The focus should be on providing meaningful work rooted in standards, and giving ongoing descriptive feedback that allows students to continue to improve rather than focusing on assigning a grade. These guidelines are designed to support everyone in taking steps toward a more mastery, standards-based approach. Teachers are encouraged to use the Standards-Based Grading Scale and performance descriptors before converting to a percentage-based grading scale. The use of “zeros” for missing work is discouraged, as it does not reflect learning or growth. Consider using a “Missing” indication or blank grade if necessary.

Explanation of Academic Grades

The following is approved by the Board and shall be used by schools for the assessment of individual student progress:

- AMeets or Exceeds Standards90–100%
- B Approaching Standards80–89%
- C Developing Understanding70–79%
- D Below Standards60–69%
- U/ISignificantly Below Standards/Insufficient Evidence Below 60%

Final grades are determined by averaging the quality point equivalents of the four grading period grades during the school year. Decimals of 0.5 or greater are rounded up to the nearest whole number. Decimals of less than 0.5 are rounded down. Quality point equivalents are as follows:

A = 4 points **B** = 3 points **C** = 2 points **D** = 1 point **U** = 0 points

Additionally, for each yearlong course, students must pass a minimum of three of four grading periods. For all courses of a shorter duration, the final grade is determined by averaging the quality point average of each grading period. A final examination grade may be used only to increase a student’s final grade. Permanent records include final grades and attendance for the year.

Standards-Based Grading

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the JCPS grading scale:

Letter Grade	Standards-Based Grading Scale	Grading Scale	Performance Description
A	4	90-100	Meets or Exceeds Standards
B	3	80-89	Approaching Standards
C	2	70-79	Developing Understanding
D	1	60-69	Below Standards
U/I	0	Below 60	Significantly Below Standards/ Insufficient Evidence

Conduct Reports

Conduct reports provide information regarding the extent to which the student does the following:

- Shows self-control and self-discipline
- Respects the rights and feelings of others
- Accepts responsibility for their own actions
- Cooperates in group activities

Conduct is not a component of the academic grade. Teacher judgment of student conduct in individual classrooms is indicated according to the following scale:

S—Satisfactory **NI**—Needs Improvement **U**—Unsatisfactory

Grade Reporting

Philosophy

In order to maintain a collaborative relationship within a school's learning community, the following process should be followed when making significant changes to a school's report card in order to report progress on competencies and standards:

1. The principal shall form report card committee with a representative membership, including school-based educators and parents/guardians.
2. The report card committee shall work with the District-based Assessing Learning and Grading Framework team and Teaching and Learning leaders to assess school values and utilize a competency and/or standards-based progress reporting system, parent and family communication plans, and other supporting structures.
3. The committee's decisions will be subject to the approval of District leadership, as applicable, and does not supersede JCBE Policies, administrative procedures, or reporting formats.

Procedure

Report card grades are determined at the end of each nine-week grading period. Grades should be posted to the transcript within two weeks of the grade report distribution.

Each nine-week grade represents a report of all work completed during that grading period. If a student is exhibiting unsatisfactory performance or is experiencing a decline in performance, the teacher must notify parents/guardians by phone or in writing at least two weeks prior to the end of the grading period. Any of the following may be used for this purpose:

- Phone Log
- School-Designed Progress Report
- Student Summary Report (Infinite Campus)
- JCPS MS (Middle School) Progress Grade Report (Infinite Campus)

After notification of a deficiency, the teacher must develop an acceleration plan in collaboration with the student and parent/guardian.

If a parent/guardian wishes to appeal a grade, the principal will inform the parent/guardian of the appeal process, which is as follows: Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor/assistant principal is scheduled. If it is still not resolved, a conference with the principal is scheduled.

Once posted, a grade may be changed in collaboration and consultation between the teacher and a school administrator. The parent/guardian shall be notified of any grade change.

Report card grades are to reflect Program Services Plan (PSP) instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students shall not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.

Exceptional Child Education Program

The Individuals with Disabilities Education Act (IDEA) does not address standards of promotion or retention for students with disabilities. Generally, IDEA does not require the Admissions and Release Committee (ARC) to make the decision on promotion or retention. If the student is on track for a regular diploma, the ARC does not determine if the student will be retained. For students who are on Alternate Assessment or those who plan on staying enrolled until twenty-one (21) years of age, please contact the school's Exceptional Child Education (ECE) Implementation Coach for further information. Determining if a student with disabilities will be promoted or retained shall be a collaborative process with the parent/guardian, school administrator, special education teacher, and others who are knowledgeable about the student's educational needs and disability. A retention or promotion decision is not the same as placement decisions for IDEA purposes. Students with an Individual Education Program (IEP) are to receive the specially designed instruction and supplementary aids and services as described within the IEP. If a student with a disability is not making progress, the ARC may need to reconvene to determine if additional instruction or supports are needed. Students with disabilities are to be provided a Free Appropriate Public Education (FAPE).

Nothing in this framework replaces or substitutes any student rights as guaranteed by IDEA or state law. Students with a disability will always be entitled to the rights and protections afforded to them by state and federal law.

For information regarding students with disabilities, including students in the referral process, please refer to the JCS *Exceptional Child Education Procedures Manual*, available on the JCS website, 707 KAR 1:002 to 707 KAR 1:380, and Federal Regulation 34 F.R. Part 300.

Parents/Guardians may also request a copy of the above information by contacting their school's administration or the Chief of Exceptional Childhood Education at VanHoose Education Center, 3332 Newburg Road, Louisville, KY 40218 or at **(502) 485-3890**.

Additional Considerations and Requirements for Multilingual Learners

Teachers design, scaffold, and modify instruction, assignments, and tests based on students' English language proficiency levels in reading, writing, listening, and speaking as determined by the English Language Proficiency Screener or the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment.

JCS believes in an asset-based approach to education. "As part of its asset-based belief system, WIDA uses the term *multilingual learners* to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis ... in an effort to encourage the field to use terminology that is asset-based and inclusive" (WIDA, 2020, p. 11). JCS believes this shift in terminology is important as well. The term *Multilingual Learner (ML)* will be used throughout this document; however, in some instances in this document, the term *Multilingual Learners (ELs)* is used for policy purposes.

MLs receive instructional and assessment accommodations in the classroom to support access to grade-level standards. A student's Program Services Plan (PSP) outlines the instructional and assessment accommodations that must be implemented.

The World-class Instructional Design and Assessment (WIDA) English Language Development Standards Framework is to be used as a tool to support the integration of language and content. The WIDA Can Do Descriptors highlight examples of what MLs can do at each English proficiency level. It is a grade-specific resource designed to guide teachers in planning meaningful activities with MLs, including Newcomer MLs (MLs who are in their first calendar year or less of enrollment in a U.S. school **and** who score less than 2.0 composite on the WIDA Screener or ACCESS for ELLs).

Federal guidance requires that MLs, including Newcomers, shall have equal access to high-quality education and the opportunity to achieve their full academic potential (joint guidance from U.S. Department of Justice and U.S. Department of Education). This is achieved by providing grade-appropriate, rigorous, and standard-aligned instruction with differentiation and scaffolds.

Report card grades are to reflect PSP instructional and assessment accommodations without limiting the student from earning the highest grade in the content area. Students shall not receive grades of "D" or "U" on assignments solely based on their English proficiency level. A student could receive a "D" or "U" only if the student's lack of performance on appropriately modified or accommodated work warrants such a grade.

Additional Considerations for Homeless Children and Unaccompanied Youth

Consistent with JCPS Administrative Procedure 09.12 AP.25, 704 KAR 7:090 and KRS 156.160(p), to the extent feasible, the District shall support a homeless child or unaccompanied youth by awarding and accepting of credit, including partial credit, for all coursework satisfactorily completed by a student while enrolled at another school.

Requesting and Sending Transfer Records

Upon enrollment of a student who has been identified as a homeless child or unaccompanied youth as defined in Board Policy 09.12, the receiving school shall:

1. Request the student's entire education file from the sending school, including cumulative records, full or partial credits, special education records, homeless and foster care status, and immunization records. If these records are not received within the timeline set forth in this section, the receiving school shall follow up with the sending school to ensure their prompt submission;
2. Immediately notify the school homeless liaison and school counselor of the student's enrollment; and
3. Notify the student and the parent/guardian of the name, contact information, office location, and hours of the school homeless liaison.

A sending public school in Kentucky, upon receiving a request, shall provide all student records within the student data system maintained by the Kentucky Department of Education (KDE) by then end of the working day on the day of receipt of the request. If a record provided to the new school is incomplete, the sending school shall provide the completed record within three business days of the original request.

A sending nonpublic school or school in another state, upon receiving a request shall be asked to provide copy of the youth's entire education file within five business days of receipt of the request, to ensure appropriate placement and scheduling.

Student records shall not be withheld from the requesting school or school district because of any fees, fines, or books owed by the student or their caregiver.

Evaluation of Incoming Transfer Records

A student who is identified as a homeless child or youth as defined in Board Policy 09.12 shall be evaluated based on:

1. Available school records;
2. Information provided by the child or the adult enrolling them; and
3. The student's age.

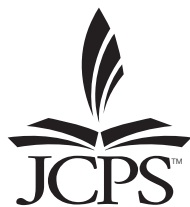
If records are unavailable, a student shall be immediately enrolled and placed in classes. The school principal may extend the evaluation timeline when appropriate and in the best interest of the student.

Participation in Nonacademic and Extracurricular Activities

Homeless children and youths who meet the relevant eligibility criteria shall have an equal opportunity to participate in nonacademic and extracurricular services and activities, including, but not limited to, extracurricular athletics, intramural athletics, and clubs.

Glossary

ARC	Admissions and Release Committee
Assessment	The evaluation of progress and/or achievement made by an individual or group
ECE	Exceptional Child Education
EL	English Learner
ESS	Extended School Services
IEP	Individual Education Program
ML	Multilingual Learner
PSP	Program Services Plan



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Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

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