

**GLENWOOD EDUCATORS' EXPECTATIONS AND PROCEDURES:
How We Teach and Grade for Learning**



GLENWOOD COMMUNITY SCHOOLS
Glenwood Community High School

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Purpose and Rationale

The purpose of this document is to provide the instructor with guidelines, procedures, and protocols related to our Standards Referenced Grading (SRG) approach to curriculum, instruction, and assessment. The rationale for doing so is centered around the desire and intent to be consistent across and within grade levels and departments, and to have the highest level of fidelity with implementation in regards to the topics outlined within.

GCSD Purpose of Grades Statement:

The purpose of grades at Glenwood Community School District is to communicate the level of proficiency for what a student can know or demonstrate related to learning outcomes.

Why do we use SRG?

- Other methods of grading do not accurately indicate what a student knows and is able to do.
- Students will be able to explain what they learned or did not learn, rather than recite a percentage.
- It can benefit all learners - students who struggle and students whose learning is accelerated. Students' progress towards standards can assist staff in determining intervention or enrichment opportunities.
- Parents are provided information on specific standards while receiving meaningful feedback.

How does standards-referenced differ from traditional grading?

A standards-referenced grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. A student who may have struggled at the beginning of a content or course when first learning new material may still be able to demonstrate mastery of key content/concepts by the end of the school year.

In traditional grading systems, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-referenced report cards also separate academic performance from work habits/behavior in order to provide parents a more accurate view of a student's progress in both areas. Effort, participation, cooperation, and attendance are reported separately, not as a part of academic performance.

District Essential Learnings Statement

We expect all students will learn and independently demonstrate essential learnings of academic outcomes. Time, grouping, and methodology are the variables; achieving essential learnings is the constant.

Key Ideas:

1. Academic outcomes are described in the Glenwood Community School District's published curricula for each course.
2. Students will demonstrate essential learnings through quantitative and/or qualitative measurements. Students will be evaluated using common outcome assessments and predetermined criteria.
3. Through core instruction using multiple teaching strategies and differentiation, all students will demonstrate at least minimum proficiency of all essential learnings (outcomes).
4. Students who have met or exceeded essential learnings will continue learning through enrichment that will broaden and deepen their understanding.
5. Students who have not achieved essential learnings will receive supplemental and/or intensive instruction through appropriate and sufficient reteaching and reassessment opportunities; which may include the completion of prerequisite practice and/or learning activities originally assigned.

Terminology: What We Mean

Standards Referenced Grading

The Glenwood Community School District utilizes Standards Referenced Grading (SRG).

Within the SRG Framework,

SRG is a grading system that communicates the level of proficiency achieved by a student on each outcome in a curriculum area or class.

Proficiency Scales are tools used to communicate to students, parents, and staff, the progression of a student's skills / knowledge within an outcome.

Reteach / Reassess is a process where students, after receiving feedback, have the opportunity to utilize additional instruction and practice to reach a higher level of proficiency.

SRG allows students to be graded on their level of proficiency and skills (competency) in a subject. If a student does not meet the predetermined minimum proficiency level, he/she has the opportunity to be retaught and reassessed (test, paper, project, demonstration, or oral defense) and the most recent grade replaces the previous grade.

For additional explanation and information about Standards Referenced Grading, [click here](#).

Curriculum

In Glenwood, we use the term curriculum to mean what our students will know and be able to demonstrate as a result of taking a course. Our course curricula are based upon current state, national, or professional standards. After we articulate the curriculum for each course (outcomes and components), we select the best instructional resources and program materials for the course. It is important to understand that 'Curriculum' and 'Resources' are not synonymous. Curriculum drives the resources we use. Resources do not drive the curriculum.

Curriculum Outcome

Curriculum Outcomes are based upon current state, national, or professional standards. Outcomes describe the essential learnings that all students in the course will know or demonstrate. Outcome statements are rigorous and often bundle multiple standards into a primary essential learning. They integrate and make connections among the separate concepts or skills that are covered through the curriculum Components.

Outcome assessments are summative in nature and can utilize a variety of different strategies. Examples of summative assessments include tests, projects, demonstrations, papers, and presentations. Please refer to the assessment section for more information on summative assessments.

Curriculum Component

Curriculum Components are written to describe the short term learning goals within each curriculum Outcome. They are the building block knowledge/skills of the Outcome. Components are assessed using a variety of different levels of verbs (i.e. Bloom's Taxonomy).

A Component is a piece of the larger Outcome. For example, in order to write a paper, a student must first write an introduction. The introduction is one piece of (i.e. a component of) the paper. The introduction is a Component. Writing a well-crafted paper is the Outcome.

Components are formatively assessed as the learning occurs. Some examples of formative assessments that could be used are homework, classroom observations, and quizzes. Please refer to the assessment section for more information on formative assessments.

Reteach and Reassess Guidelines

We are a learning-focused school district. Reteaching is designed to provide additional support for students who have not yet achieved minimum proficiency or desire to achieve higher levels of proficiency on curriculum and outcomes. The reteaching process is initiated through feedback to the student. The Reteach/Reassess process should not be viewed or approached by the student or the teacher as a punishment for not demonstrating minimum competency. Rather, it is viewed as an additional support and opportunity for students to meet course outcomes.

A reteaching structure will follow the guidelines below:

- A discussion occurs between a teacher and a student to determine areas of need and a plan for success.
- Tailored instruction will be provided for students during the reteaching.
- Students will ensure completion of all assigned learning that directly relates to the component in which minimum proficiency expectations have not been met in order to provide evidence of proficiency.
- Outcome reassessment is for those components on which students were not successful.
- As a general rule, reassessment occurs at least one day after reteaching has been completed.

The teacher and student must both provide evidence of improved performance. The most recent score replaces the previous score.

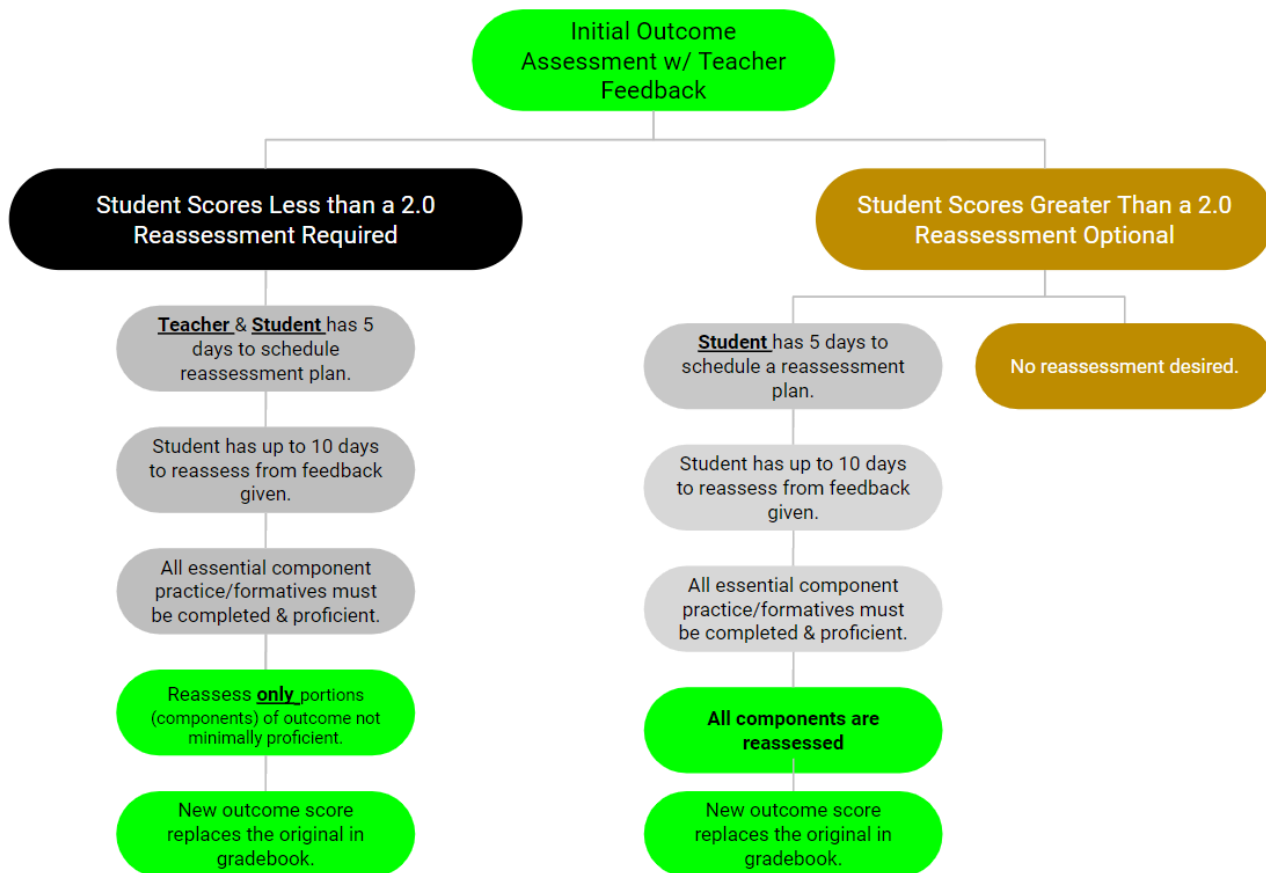
High School Expectations for Reteach/Reassess

If a student has met minimum proficiency, but would like to continue working toward a higher mark, the Reteach/Reassess process must be initiated within 5 school days of receiving feedback from the teacher, and reassessment should be completed within 10 school days. Individual circumstances may arise in which teacher discretion will apply regarding these deadlines.

High School Non-Negotiables for Reteach/Reassess

For anything that is calculated towards a grade, students will be given the opportunity for reteach/reassess. **A flow chart is provided to explain this process for students below and above proficiency. See Figure 1.**

Figure 1.



Student Scores Less Than 2.0 on an Outcome Assessment–

1. A student who has not demonstrated minimum proficiency, is required to participate in reteach/reassess until reaching minimum proficiency expectations, which is a performance level of 2.0 at the high school.
 - a. Reassessment needs to be completed within 10 school days of feedback given. Extenuating circumstances will be taken into consideration upon conference with the teacher. It is a reasonable assumption that teachers will report scores to students and parents in an accurate and timely manner.
 - i. The teacher will initiate and structure the reteach/reassess process within 5 days of providing feedback to the student.
 - ii. Students will complete all essential formatives/practice that directly relate to the outcome. (Essential practice is put into Powerschool by the teacher.)
 - iii. Students will only be required to reassess the portions of the outcome assessment that pertain to the incomplete learning. However, if the student wishes to improve their score further with other components –they would need to do the full assessment.
 - iv. The most recent grade becomes the official grade.
 - b. A student has up to 10 school days to complete a reassessment from the time feedback was received.**
 - i. Teachers will provide an opportunity and method for students to *initiate* reassessment using the Glenwood High School Google Form or another teacher created method.
 - ii. This plan will include a record of the student's name, outcome to reassess, date reassessment was requested, and the student's plan for improvement.
 - iii. As a routine after an initial outcome assessment, teachers will revisit the expectations for RT/RA and provide time for completion of the request process.
 - iv. All students, both proficient and non-proficient will complete this reflection process.
 - v. Teachers will post deadlines for RT/RA in a visible location for students.

Student Scores Greater Than 2.0 – On an Outcome Assessment

1. A student who has demonstrated minimum proficiency expectations will be allowed **one** opportunity to participate in reteach/reassess to demonstrate a higher level of proficiency.
 - c. Reassessment needs to be completed within 10 school days of feedback given and must be initiated by the student within 5 days of receiving their summative score and feedback.** Extenuating circumstances will be taken into consideration upon conference with the teacher. It is a reasonable assumption that teachers will report scores to students and parents in an accurate and timely manner.
 - i. Proficient students are expected to initiate the reteach/reassess process** with the teacher to collaborate around the relearning and reteaching that needs to be completed and the date of reassessment.

1. A student has up to 5 school days to request a reassessment from the time feedback was received.

- a. Teachers will provide an opportunity and method for students to *request* a reassessment using the Glenwood High School Google Form or another teacher created method.
 - b. This request will include a record of the student's name, outcome to reassess, date reassessment was requested, and the student's plan for improvement.
 - c. As a routine after an initial outcome assessment, teachers will revisit the expectations for RT/RA and provide time for completion of the request process.
 - d. All students, both proficient and non-proficient will complete this reflection process.
 - e. Teachers will post deadlines for RT/RA in a visible location for students.
- ii. Students will complete all essential formatives/practice that directly relate to the outcome. (Essential practice is put in Powerschool by the teacher)
 - iii. Students will be required to demonstrate proficiency of all components in order to reassess the full outcome assessment.
 - iv. **The most recent grade becomes the final outcome grade.**

High School Graduation Progress and Fulfilling Learning Expectations

A student who has not demonstrated minimum proficiency on all outcomes within a course, even after being provided and/or taking advantage of reteach/reassessment, will still be required to fulfill that learning expectation if it is required for graduation progress. Opportunities for credit recovery include summer school, taking the course over the next semester or next school year, or taking another course that satisfies the graduation requirement.

High School stipulations apply for credit recovery options

- a. Students who are deficient in 1/3rd of the outcomes or fewer are permitted to complete those outcomes and replace the "incomplete" grade with the passing letter grade earned during summer school.
- b. The end of the calendar year (June 30) is the deadline for reaching minimum proficiency via summer school.
- c. Students who are deficient in more than 1/3rd of the outcomes in a core class earn a "1" –failing grade – on their record. When necessary, they are required to repeat the entire course.
- d. Students that fail more than 1/3 of the outcome may be allowed to retake the course in summer school but may only earn a "P" for "Passing Credit." Both the failing grade and pass credit would be on their transcript.
- e. Students failing more than 1/3 of the outcomes in a course are strongly encouraged to take the course within the school year to receive the maximum learning benefit.

Formative assessments will not be calculated in the grade. Formative assessments, including essential practice, are indicators of learning but do not supersede the role of summative assessment in grade determinations. At least one component check/formative assessment for each component will be in the gradebook to show student' progress in that outcome.

- 1) Gradebook set up at the high school will include:
 - i) Outcome Assessment (Scores of 1,2,3, or 4)
 - ii) Component Assessments (Scores of 1, 2, 3, or missing)
 - iii) Essential Practices (checkmark or missing)
- 2) Labels in the gradebook (Powerschool) will include a H.S. standard convention, e.g. "Outcome.Component.Name of task.Level" For example, "Outcome 2.Component Check 1. Level 2"
- 3) "Collected" points or percentages for practice and component work will not be calculated toward the grade. Only outcome assessments will calculate towards the grade. However, in order to enter the RT/RA process, practice and component work is required.
- 4) Reporting progress
 - a) Teachers will update the gradebook (PowerSchool) a minimum of 1 entry per component within an outcome to show student progress towards proficiency goals.
 - b) This will include evidence of what is happening in your class and your monitoring of students' progress.
 - c) The High School sends reports every quarter (total of 4).
 - d) Reassessment attempts will be given full credit.
 - e) High school teachers will **replace** the outcome grade in the gradebook/PowerSchool when reassessment occurs **and include a teacher comment** (in the comment section) **about what the prior score was.** Teachers will not create another Powerschool entry.
- 5) If a student is not making acceptable progress, reteach/reassess and/or makeup practice/learning will be prioritized over extracurricular participation as long as there have been documented offerings of support prior. This includes formative and summative assessments.
- 6) Extra Curricular Ineligibility

High School: Extracurricular ineligibility takes effect two weeks after the conclusion of each semester (or upon receipt of IWCC grades if applicable):

 - i) All ineligibility periods begin and end on the same dates for all students.
 - ii) If a grade is reported as failing, the student is ineligible.
 - iii) If an outcome grade is reported as below proficiency, a student has two weeks to complete necessary work to earn a passing grade. If the grade is not passing at the end of two weeks, the student's period of ineligibility begins. *According to the Department of Education, so long as the student is making*

adequate progress toward goals, on the student's IEP, as determined by school officials, the student "shall not be denied eligibility" based on scholarship. What constitutes adequate progress will vary based on the facts of each student's case. Teachers will examine the relationship between the IEP goals and the failed course, and if the student has made adequate progress on IEPs goal(s) then the student is eligible.

An "incomplete" will override the overall course grade until all outcome deficiencies have been remediated.

Teachers have the right to require students miss activities involvement to complete reteach/reassessment. Efforts will be made to provide opportunities during the school day.

Proficiency Scales:

Purpose and Use

In Glenwood Middle and High Schools, proficiency scales take the course outcomes and specify the essential learning progression of components within the outcome. These component progressions are categorized into four levels: 1) Not Proficient, 2) Minimum Proficiency, 3) Proficient, 4) Exceptional.

Proficiency scales are comprehensive enough that there are multiple measurable learning progressions, yet specific enough that the feedback based on the scales is meaningful.

Teachers and students use proficiency scales as a foundation for instruction, learning, and assessment.

Proficiency Level	Descriptor	Information Provided
4	Exceptional	Using foundational elements to make in-depth inferences and sophisticated applications that consistently demonstrate a thorough understanding of the outcome.
3	Proficient	Articulates the target element of knowledge/skill expected for all students. The components at this level are explicitly taught and assessed. These components require a higher level of understanding/skills than that of Level 2.
2	Minimum Proficiency	Builds a foundation with the prerequisite knowledge for success in the outcome. This could include identifying key terms, performing fundamental skills, and/or demonstrating a basic understanding of the components listed in Level 3.
1	Not Proficient	Unable to independently complete any tasks/skills outlined in Levels 2, 3, or 4.

Example of a Proficiency Scale

(High School version)

Course: Introduction to Engineering Design Grade: 9th-12th Teacher: Michael Joyner		
Outcome: IED.2 Technical Sketching and Drawing: Students will create various technical representations used throughout the design process.		
Exceptional	Score 4.0	<ul style="list-style-type: none"> Apply tonal shading to enhance the appearance of a pictorial sketch to create a more realistic appearance of a sketch object.
	Score 3.5	In addition to score 3.0 performance, partial success at inferences and applications that go beyond what was targeted for all students.
Proficient	Score 3.0	<ul style="list-style-type: none"> Hand sketch simple objects in isometric, 1-pt perspective, orthographic projection (multi-view), and oblique. Sketch a pictorial and give a detailed verbal/written description. Choose and justify the choice for the front view in an orthographic projection.
	Score 2.5	No major errors or omissions regarding the simpler details and/or processes and partial knowledge of the more complex ideas and processes.
Minimum Proficiency	Score 2.0	<ul style="list-style-type: none"> Necessary Vocabulary <ul style="list-style-type: none"> Cabinet pictorial, cavalier pictorial, center line, construction line, depth, dimension, dimension line, documentation, drawing, edge, ellipse, extension line, freehand, grid, height, hidden line, isometric sketch, leader line, line, line conventions, line weight, long-break line, manufacture, measurement, multi-view drawing, object line, oblique sketch, orthographic projection, perspective sketch, pictorial sketch, plane, point, profile, projection line, projection plane, proportion, scale, section lines, shading, short-break line, shape, sketch, solid, technical working drawing, three-dimensional, tone, two-dimensional, vanishing point, view, width. Identify line types used in a technical drawing <ul style="list-style-type: none"> Explain the purpose of each line. Identify and define technical drawing representations using isometric, orthographic projection (multi-view), oblique, and perspective techniques.
	Score 1.5	Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.
Not Proficient	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

How Proficiency Scales are Used

1. Proficiency scales are used for INSTRUCTION.
 - a. Proficiency Scales should be shared and reviewed with students and parents at the introduction of a new outcome as well as throughout instruction.
 - b. Lessons are built to address the skills and knowledge listed in Levels 2, 3, and 4. There needs to be special consideration for the foundational knowledge in Level 2 before moving upward.
 - c. Lessons provide multiple learning opportunities for skills listed at levels 2, 3, and 4.
 - d. Students are expected to track their evidence of learning on their own proficiency scales.
 - One way this can be done is electronically through Google Classroom. ([How-to video](#) by Paul Johnson)

2. Proficiency Scales are used for ASSESSMENT and GRADING.
 - a. Creating Scales
 - The skills listed in the proficiency scales need to be addressed in summative assessment.
 - Formative assessment is expected to be used along the way.
 - b. Grading with Scales
 - If a skill is not listed on a proficiency scale it should not be used to determine a grade or proficiency for students.

- If skills or general knowledge is necessary to meet the outcome, it is expected to be reflected in the proficiency scale.

c. Scales are not the same as rubrics. Depending on the nature of the outcome (knowledge and or procedural), scoring rubrics for assessments, projects, papers, etc. may be used to determine the quality of a learning demonstrated at a proficiency level. Often times, this is outlined in the scoring criteria for each outcome assessment within the curriculum library.

Assessment:
Critical Concepts and Practices

The **purpose of an assessment** is to measure students' proficiency of the knowledge and skills within components and more broadly, learning outcomes. Grades are determined from assessments based on valid evidence and assess what has been taught. All assessments must follow required IEP/504 assessment accommodations and/or modifications.

Arbitrary norms such as effort, participation, and meeting deadlines are not calculated into academic grades. Rather, these norms are assessed using the Citizenship and Employability Rubrics.

The assessments we use fall into two categories: formative and summative.

Formative assessments, which are used to assess the learning at the component level, are assessments *for* learning. They provide feedback to students as instruction is occurring and serve as evidence to help the teacher make instructional decisions to meet the learning needs of students. The intent of the formative assessment is **not** to assign students a final grade. They are merely indicators of progress toward the learning outcome. Formative scores are recorded in the gradebook in order to allow students and parents to track their progress toward the learning outcomes. They are not, however, factored into the students' final grades.

Summative assessments, which are used to assess the learning at the outcome level, are assessments of learning. These are the assessments used at the end of an outcome to determine a student's level of proficiency and to provide feedback. Summative assessments are used to determine a formal grade for the outcome and the course. Proficiency scales are used to develop items and tasks for the summative outcome assessment.

A crucial piece of assessment is **providing feedback to students**. The intent of feedback is to 1) communicate current performance against the learning goals described in the outcomes and components, and 2) to guide students in deepening their understanding of what is being taught.

High quality feedback is both **specific** and **timely**. Specific feedback should communicate the skill areas in which students are doing well, as well as areas of needed improvement. Feedback should be given to students in a timely manner in order to allow them sufficient time and opportunity to deepen their understanding of what is being taught.

GPA Determination

- All High School courses have a bearing on a student's GPA.
- The High School GPA is figured based on a weighted 4.0 formula.
- Weighted (5-point) courses at the High School include all AP Courses.
- GPA calculations:
 - 4.0 = 4.0 GPA
 - 3.5 = 4.0 GPA
 - 3.0 = 3.0 GPA
 - 2.5 = 2.0 GPA
 - 2.0 = 1.0 GPA
 - 1.0 and below = 0 GPA
- A cumulative grade point average is determined by averaging the final course grades earned during the student's academic career.

High School Final Course Grade

The final course grade floor is determined by Powerschool averaging the outcome assessment scores earned. At the end of a semester, teachers analyze mounting evidence via professional judgment and may increase the score no more than .5. (If there is supportive evidence that the picture of the student's achieved level of learning is higher than the represented average based on looking at the outcome and component data, the grade is raised; but never lowered from the Powerschool computation.)

Citizenship/Employability Skills

Purpose and Rationale:

The vision statement developed by the Iowa Core 21st Century Skills Committee states that Iowa students will have the academic and social skills as well as the personal characteristics that empower them to be productive, caring, and competent citizens. This is consistent with the view that good employees may not be good citizens but good citizens always make good employees.

Employers are demanding that employees demonstrate the skills to **work productively in teams, communicate effectively, think innovatively** and **solve problems creatively**. The employability concepts connect content and those dispositions required for success in life beyond school. Academic and cognitive skills, as essential as they are, are not all that is necessary for a successful life.

Glenwood graduates will also learn to **work with and learn from diverse groups**, be **flexible in a variety of work and social settings**, and be **adaptable to changing times**. They will demonstrate leadership and take responsibility for results, show initiative and resourcefulness, and be productive and accountable for their actions.

---Iowa Core 21st Century Skills

Scoring Rubric:

Middle/High School Iowa Core Citizenship / Employability Skills

	E.1—Working with Others	E.2—Participation	E.3 – Behavior	E.4 – Solves Problem	E.5 – Work Completion
4 – Consistently	<i>Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work; exhibits social responsibility while collaborating to achieve common goals.</i>	<i>Adapt and adjust to various roles and responsibilities in an environment of change.</i>	<i>Demonstrates integrity and ethical behavior; demonstrates initiative and self-direction and uses individual talents and skills for productive outcomes.</i>	<i>Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</i>	<i>Demonstrate productivity and accountability while aspiring to meet high expectations.</i>
3 – Frequently					
2 – Occasionally					
1 – Rarely	<ul style="list-style-type: none"> • Works cooperatively to achieve goals • Respects different opinions / perspective • Suggests new ideas 	<ul style="list-style-type: none"> • Participates actively in class • Includes others in discussions by valuing opinions / points of view • Adapts to changes in the classroom 	<ul style="list-style-type: none"> • Meets teacher expectations and classroom rules • Demonstrates characteristics of a positive role model • Recognizes and utilizes strengths 	<ul style="list-style-type: none"> • Develops a course of action to solve problems independently • Implements the solution 	<ul style="list-style-type: none"> • Completes work on time independent of teacher prompting • Meets deadlines • Uses class time productively

Evidence of Citizenship & Employability Skills:

Scoring evidence can be drawn from:

- Student self-assessment and self-rating determinations
- Teacher assessment and rating determinations
- Formative practice work and assessments
- Use of independent work time in classroom
- Engagement, participation, and contributions to group discussions and projects
- Contributions to the environment and productivity of the classroom
- Level of personal initiative in reteaching, relearning, and reassessment opportunities
- Responsible use of technology

Reporting Citizenship & Employability Scores:

- Scores will be reported quarterly at the Middle School and by semester at the High School to students and parents via Powerschool gradebook.

Curriculum, Assessment & Grading: Special Considerations

Advanced Placement (AP) Courses

The curriculum, methods, pacing, delivery, and assessment of AP courses are governed by the guidelines of the College Board. The guidelines supersede GCSD policy and procedures except in grading as outlined below.

- AP courses follow a Nationally Standardized curriculum developed by the College Board. We do not write a different curriculum for the AP courses taught at our High School.
- AP courses are designed to function at the same level of rigor as a 4-year college/university course.
- AP courses carry the potential for college credit. Credit is awarded based on the student's performance on the AP Exam. AP exams are administered annually on a nationally-determined date. We do not design and administer other or different outcome-based assessments in AP courses.
- AP course grades that are taught by a GCHS instructor will follow the 4,3,2,1 system. Grades earned in AP Courses that are delivered online will be converted to the 4,3,2,1 system. It should be noted that specific AP requirements as related to weighting may be required by CollegeBoard and AP Central.

Concurrent Enrollment Courses

Curriculum, methods, pacing, and delivery of these courses are governed by IWCC guidelines and supersede GCSD policy and procedures.

- These are the courses that are offered by Iowa Western Community College (IWCC).
- The majority of courses are offered on the IWCC campus by IWCC faculty.
- Some courses are taught by GHS teachers who are certified by IWCC to teach college level courses in the High School building.
- IWCC courses taught by a GHS instructor will utilize letter grades in accordance with IWCC policy. Grades earned in courses delivered by IWCC and transcribed at Glenwood High School will be incorporated into GHS student GPAs and transcripts similarly to their peer coursework offered at GHS.

Online Courses

- Online systems used for **credit recovery** (ex: **Edgenuity**) can be adapted and delivered according to all GCSD policy and procedures.
- Grades earned through online coursework will be converted to the 4,3,2,1 system.

Recommended Professional Materials

Books

Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset (How to Give Students Full Credit for Their Knowledge). Schimmer, T. (2016).

Making Classroom Assessments Reliable and Valid (How to Assess Student Learning). **Marzano, R. J. (2017)**.

A School Leader's Guide to Standards Based Grading: Heflebower, T., Hoegh, J., and P. Warrick. Marzano Research (2014)

Repair Kit for Grading: (3rd Edition) 15 Fixes for Broken Grades. O'Connor, T. (2022).

How to Grade for Learning: Linking Grades to Standards Fourth Edition. O'Connor, T. (2017).

Planning and Teaching in the Standards-Based Classroom. Flygare, J., Hoegh, J. & Heflebower, T. (2021).

What We Know About Grading: What Works, What Doesn't, and What's Next. Guskey, T. & Brookhart, S. (2019).

Videos

Rick Wormeli Youtube video series:

- [Standards Based Practices](#) (keynote in Ankeny, IA)
- [Formative and Summative Assessment](#)
- [Defining Mastery Learning](#)
- How We Deal with Failure: [Redos, Retakes, and Do-Overs](#) - Part 1
[Redos, Retakes, and Do-Overs](#) - Part 2
- [Standards Based Grading](#)

[3 Steps to Equitable Grading](#) Webinar by Doug Reeves

Articles

[The Case Against the Zero](#) - Douglas Reeves (*Phi Delta Kappan*)

[Giving Retakes Their Best Chance to Improve Learning](#) - Dr. Thomas Guskey (*Educational Leadership*, 2023)

[Redoes and Retakes Done Right](#). Rick Wormeli (*Educational Leadership*, 2011).

[Should Formative Assessment be Graded?](#) - Tom Schimmer (PLC Blog)

[What does the research say about standards-based grading?](#) Townsley, M. & Buckmiller, T. (2016).