



Coppell ISD Local Assessment Handbook

September
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The curriculum handbook for the 2009-2010 school year. This document will be posted on the portal and you will be notified when changes are made during the school year.

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Local Assessment

Assessment Beliefs

- Assessment is an on-going, spiraling process that drives instruction.
- Assessment is a balance between “of” learning and “for” learning.
- Quality is more important than quantity.
- Student-driven...students have a clear understanding of what they have learned, are learning, and will learn.
- Assessment should be aligned and integrated with curriculum.
- Assessment is essential to achieve student and teacher accountability.
- Assessments promote greater learning and growth.
- Assessments need to have breadth, depth, and rigor.

Guiding Principles

Formative Assessment:

Assessments that provide information to students and teachers that are used to improve teaching and learning. Formative assessment is not limited to paper/pencil or those used in the calculation of a grade.

Summative Assessment:

Cumulative assessments usually occur at the end of the unit/topic that intend to capture what a student has learned, the quality of the learning, and to judge performance against identified standards.

Standards and Competencies-Based Assessment:

Using a broad array of assessment techniques in order to provide feedback about student performance relative to standards (statements of what students should know and be able to do regardless of background or special needs).

Authentic Assessment:

Authentic assessments require students to perform complex tasks representative of activities done in and out of school settings used in either a formative or summative manner.

Curriculum Based Assessments:

These assessments are designed to measure progress towards the standard or competency and can provide information to diagnose students' strengths and weaknesses, guide instructional decisions and determine instructional and programmatic effectiveness (Charles A. Dana Center at The University of Texas at Austin).

Common Assessment:

This is the practice of shared assessment for like courses.

Rigor and Relevance Framework:

The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

**Rigor/Relevance Framework with
Erickson's Structure of Knowledge in Concept-Based Curriculum and Instruction**

Knowledge	1. Create	Assimilation C		Adaptation D				
	2. Evaluate							
	3. Analyze							
	4. Apply	Acquisition A		Application B				
	5. Understand							
	6. Remember							
		1. Knowledge in this one discipline	2. Apply knowledge in one disciplines	3. Apply knowledge across disciplines	4. Apply knowledge to real- world predictable situations	5. Apply knowledge to real- world unpredictab le situations		
		Facts	Facts	Facts	Facts	Topics	Concepts	Enduring Understanding (Generalizations)

NOTE: District Assessment Guidelines as presented within this document will apply to many, if not most, students with disabilities. ARD/IEP and 504 Committees may develop individual student plan which include some variations of these guidelines based on individual disability-related student needs.

Secondary Assessment Guidelines and Procedures

Grading Categories, Weighting and Minimums:

Secondary Math	6 th	7 th	8 th	9 th – 12 th
Remember/Understand/ Apply	60%	55%	50%	40%
Analyze/Evaluate/Create	40 %	45 %	50 %	60%

Secondary ELAR	6 th	7 th	8 th	9 th – 12 th
Remember/Understand/ Apply	40%	40%	40%	40%
Analyze/Evaluate/Create	60%	60%	60%	60%

Secondary Social Studies	6 th	7 th	8 th	9 th	10 th – 12 th
Remember/Understand/ Apply/Analyze	50%	50%	50%	40%	25%
Evaluate/Create	50%	50%	50%	60%	75%

Secondary Science Class	6 th	7 th	8 th	9 th -12 th	
Remember/Understand/ Apply	40%	40%	40%	Remember/ Understand/ Apply	20%
Analyze/Evaluate/Create	60%	60%	60%	Analyze	30%
	NA	NA	NA	Evaluate/ Create	50%

Secondary AP	9 th – 12 th
Remember/Understand/Apply	25%
Analyze/Evaluate/Create	75%

Secondary LOTE	All levels
Remember/Understand	25%
Apply/Analyze/Evaluate/ Create	75

Secondary ESL	6 th -12 th Grades
Remember/Understand/ Apply/Analyze	85%
Evaluate/Create	15%

Category level placement is determined by the cognitive rigor of the assessment. If there are mixed cognitive levels, the majority dictates placement.

The removal of the minimum number of graded assignments for each category is to encourage teachers to produce and assess assignments at a higher level of thinking.

Courses that can be exempt from above defined categories and weighting

- Special Ed / Resource classes
- Athletics
- Off-campus PE
- Office / Library Aide
- Lab Management Aide [High School only]
- Electives (band, choir, etc.)

Additional Secondary Grading Procedures:

- ⇒ All high school courses will use common (same) semester assessments *in like courses*.
- ⇒ All assessments must have a point value of 100.
- ⇒ All assessments should be counted at a weight of one (1); therefore, no “counts once, counts twice”.

Extra Credit:

- ⇒ High School and Middle School: NO extra credit assignments

Bonus Points:

Bonus points may only be given for academic purposes. Bonus points may not be awarded for such things as returning signed documents, bringing Kleenex boxes to class, etc.

- ⇒ If offered, bonus points must be available to the entire class and *to all like courses* per campus.
- ⇒ Teachers may award bonus points for *enrichment* on an assessment within any category.
- ⇒ Bonus points are not to exceed 10 points on any given assessment.

Drop Lowest Grade:

- This option can only be used to drop only **one** grade in the category containing **Remember and Understand** category.
- A decision to utilize this option must be announced to students at the beginning of the semester and must be consistently applied *to all like courses, as defined at the campus level*. Therefore, if Math 101 decides to drop the Remember, Understand and Apply category, then ALL Math 101 students must benefit by this opportunity. **See department grading categories and weighting guidelines.**

Make-up Work:

- ⇒ Middle and High School
 - After an absence: Make-up tests, labs, performances, long-term projects, etc. shall be made available to students after an absence. Teachers shall inform their student of the amount of time allotted for completing the make-up work. A student has the same number of days that he or she was absent to complete the work and submit his or her assignments to the teacher. This includes school-related absences. (based on EIAB Local)
 - Late work NOT due to absence:
The philosophy of the district is to maintain practices that encourage students to complete work. **The focus should be on learning and creating an environment that engages/challenges students to demonstrate mastery.**

Any procedure developed to deduct points for late work or incomplete work must be approved by the campus principal and published for staff, students, and parents.

Testing Calendars

In order to limit the number of tests and/or major projects, a student has to take or turn in on a given school day:

- ⇒ Middle school **teams** will plan so that there are never more than two (2) assessments that require lengthy review or preparation on the same day.
- ⇒ Each high school administrative team will determine an assessment schedule and publish for staff, students, and parents.

Reassessment Procedure

Summative assessments will be eligible for reassessment with the exception of semester exams.

- ⇒ **High School** – a **maximum of 3 per semester** (waivers appropriate for extenuating circumstances)
- ⇒ **Middle School** – a **maximum of 3 per semester** (waivers appropriate for extenuating circumstances)
- ⇒ Each department, content or grade level team will write specific procedures for summative reassessment, including the grade assigned after reassessment ,and provide to the students as part of the course syllabus or agenda

Formative assignments/assessments will be eligible for reassessment.

- ⇒ **High School and Middle School**– assignments/assessment may be corrected for to show master
- ⇒ Each department, content or grade level team will write specific procedures for formative reassessment, including the grade assigned after reassessment ,and provide to the students as part of the course syllabus or agenda

All procedures developed for reassessment must be approved by the campus principal and published for staff, students, and parents.

Reviewing graded assessments

- ⇒ Students are to have the opportunity to examine graded assessments for review purposes. At high schools, this can be accomplished by returning the actual printed test or by posting the test to the course Blackboard site for a minimum of 5 days. At middle school, teachers may choose to collect tests and keep in student file until semester exam, after reviewing and sending home exams for parent review.
- ⇒ Each secondary campus administrative team will set a timeframe in which graded assessments must be made available for review (e.g. within 7 days of students taking the assessment) and publish for staff, students, and parents.

Grade Reporting

- ⇒ Teachers are expected to ***grade assessments and post to the gradebook program on a weekly basis*** so parents can stay informed as to their child's academic status over the portal. **NOTE:** It is understood that there may be exceptions to the turn-around-time on grading assessments such as major projects and formal lab reports.
- ⇒ Courses being taken at a middle-school for high school credit will have common semester assessments developed by a team comprised of members from all schools teaching the course.
- ⇒ Pacing and sequencing for each grading period are not required to align due to common assessments
- ⇒ High School and Middle School students' actual grades will appear on assignments. However, no grade less than 50 will be submitted on report cards.
- ⇒ Individual Student Progress Reports (IPR) will be sent home via student, email, or US postal system after the close of the third week of each 6-week grading period for each student with an average below 70. These reports must be signed by a parent/guardian, returned to the teacher, and retained by the teacher until the beginning of the following school year. **NOTE:** In order to send IPR via email, you must have parental approval.
- ⇒ Report Cards must be sent home with each student after the close of each 6-week grading period. Report Cards must be signed by a parent/guardian, returned to the teacher, and retained by the teacher until the beginning of the following school year.

High School Course Averages:

- ⇒ If a student fails the first semester of a 2-semester course, he/she can gain credit for the course by taking the second portion of the course the next semester and averaging both semesters at the end of the year for a score of 70 or higher. For high school credit, the second semester course must be taken in CISD.
- ⇒ If a student fails the second semester of a 2 semester course but passes the first semester of the course, he/she can gain credit for the course by averaging both semesters at the end of the year for a score of 70 or higher.
- ⇒ Each semester's score will be posted on the official transcript with the appropriate credit awarded. Averaged credit will not be calculated into GPA/Rank.

Graduation Plan Expectations

- ⇒ We expect all students to graduate on the recommended plan or distinguished academic plan
- ⇒ All students being considered as potential candidates for the minimum plan must have an Intervention Plan in place through the PST (which for them would also serve as the PGP). Obviously, the plan should be in place **prior** to any decision regarding moving a student to the minimum plan and in place long enough to have **data on interventions** that have been tried
- ⇒ Principals (not a representative) must be in the meeting when considering moving a student to the minimum plan
- ⇒ The form currently being used to document moving a student to the minimum plan, must be signed by the following administrators:
 - Campus Principal
 - Assistant Superintendent of Curriculum/Instruction

Refer to the Course Planning Guide for additional information on the following categories:

- ⇒ Determining Credit for Courses
- ⇒ Pre-AP & AP Courses
- ⇒ Graduation Requirements & Guidelines
- ⇒ Grade Level Classifications/ Promotions Requirements
- ⇒ Grade Point Averages

Elementary Assessment Grading Procedures

Kindergarten, First Grade, Second, and Third Grade

Kindergarten, First, Second, and Third grade assessments are standards and competencies-based; therefore they do not fit within the scope of this grading policy.

Grades 4 – 5

Minimum Grades

- ⇒ A minimum of 12 grades will be taken each nine weeks in math, reading, and language arts.
- ⇒ A minimum of 8 grades will be taken each nine weeks in science and social studies

Late Work

The philosophy of the district is to maintain practices that encourage students to complete work. **The focus should be on learning and creating an environment that engages/challenges students to demonstrate mastery.**

Any procedure developed to deduct points for late work or incomplete work must be approved by the campus principal and published for staff, students, and parents.

Corrected Work

- ⇒ Each campus is responsible for developing a written policy for all grade levels addressing grading procedures for corrected work.
- ⇒ **Any procedure developed must be approved by the campus principal and published for staff, students, and parents.**

Recording Zeros/Failing Grades

- ⇒ Parent will be notified of allotted time to complete assignment prior to recording a zero.

Grading Categories & Weighting

- ⇒ 4th and 5th Grades
 - Tests, quizzes, and major projects account for 45% of the student's average
 - Daily work accounts for 55% of the student's average

Specials Grading Policies

- ⇒ Grades of S+, S, S- and N will be recorded

Citizenship

- ⇒ Marks of E, S, N, and U will be recorded by classroom and specials teachers.

Homework

- ⇒ Homework is review and practice of concepts and skills.
- ⇒ Time expected to complete homework should not exceed fifteen minutes per grade level (Kindergarten and 1st grade 10 minutes, all others grade level times 15 minutes)
- ⇒ Each campus will further define guidelines within the above recommendation which is age appropriate, consistent within each grade level and vertically aligned.
- ⇒ Homework will be evaluated but will not be included in nine week average. Unfinished class work and long term projects completed at home do not fall under this guideline.

District Protocol for Notifying Students of Assessment Data

As educators we are constantly accessing student information in the realm of both personal and academic data. Releasing student assessment information to the student is a private matter that should be handled in a confidential and sensitive manner. As a result, Coppell ISD has developed a district protocol for the distribution of student assessment data, particularly state assessments.

Who should have access to a student's assessment data?

Access to student data in regards to school employees:

- "School officials with legitimate educational interest"
 - Interpretation: teachers and administrators who are responsible for the education of a child at a particular time. Teachers who have taught a student in the past would not be included in this.

Suggested protocols for releasing state assessment performance to the student:

- Send the results home to the parent (all levels):
 - Examples: Weekly folder, U.S. Mail
- Contact the parents of those students who have failed, allow the parents to choose if they want to tell their child or if they want the school (teacher, counselor, etc.) to tell the child. Once this has been completed, notify the remaining students of their performance in a confidential, one-on-one manner (classroom teacher, counselor, etc.)

General FERPA Guidelines:

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

(Retrieved from <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html> on April 6th, 2009)

From TEA, October 2008:

Students' educational records, including performance on state assessments, are confidential records that must be protected in accordance with both state and federal laws (Texas Education Code, §30.030(b); Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). Districts and campuses that use the results of student performance on state assessments in such a way as to disclose the identities of particular students or to identify which students met the passing standards on the state assessments and which did not could be violating these laws.

Please remember that it is allowable to celebrate the success of your school in regards to TAKS performance as long as it does not single out any group of students. One suggestion may be to celebrate the growth that occurred school wide.

ADMINISTRATIVE PROCEDURE Use of Cell Phones During Testing

This administrative procedure applies to both state mandated testing and local district testing.

1. If a student's cell phone or text messaging device goes off, but is not answered, during testing, it is collected, and district cell phone policy is followed. This is NOT grounds for collecting a student's test materials, marking a score code of "O" (other) on state assessments, which causes the student to receive no credit for the test.

2. If a student is observed using a cell phone or text messaging device, an investigation into the use of the device is warranted.

3. The investigation should focus solely on whether or not the device was used to solicit, or provide, information relevant to testing.

4. State Assessment: If evidence is found in the phone history to indicate cheating, in any way, the student's test materials may then be collected and marked "O" for "other" which results in no score for the student for that particular subject being assessed. The student will be removed from the testing area, and the student and the student's parents will be notified that the student will receive no score for the affected test.

Local Assessment: If evidence is found in the phone history to indicate cheating, in any way, the student's test materials may then be collected and marked as a "zero" and no credit will be received. The student will be removed from the testing area, and the student and the student's parents will be notified that the student will receive no credit for the affected test.

5. If no evidence of cheating is found, the student will be allowed to continue testing, the device will be collected, and district policy will be followed.

6. State Assessment: A student must be allowed to complete any portions of the test they need to complete on following testing days. In other words, ONLY the test where evidence of cheating is allowed to be marked "O", (other). Subsequent day's tests may still be marked "S", (score).

*Coppell ISD participates in testing programs that are governed by external organizations (such as College Board, ACT, IBO, and American Mathematics Competitions). In some cases those organizations have specific policies regarding mobile phones or other communication devices present during testing; furthermore, the policies of the testing organization may be more stringent than the administrative rules of Coppell ISD. If a student is taking a test sponsored by an external organization, the testing policies of the testing organization supersede the rules established by Coppell ISD.