

# Mabank ISD Standards-Based Grading Manifesto

At the end of three years (2011-2012), ALL schools and ALL teachers in MISD will *fully* implement *exemplary* standards-based grading practices:

- WE BELIEVE that all common assessments must be of high quality and standards-based.
- WE BELIEVE that all teachers must use high quality, standards-based assignments that prepare students to be successful on common assessments.
- WE BELIEVE that all MISD grading policies will be reflective of student achievement **only**. Behaviors will NOT be factored into grades and alternate consequences and supports will be provided to assist students in correcting inappropriate behaviors. The following practices will be removed:
  - Zeroes given for failure to turn in work
  - Points added or subtracted for attendance
  - Zeroes given for academic dishonesty
  - Points subtracted for late work
  - Points added for non-academic activities
- WE BELIEVE that all teachers must use assessments FOR learning (formative assessments) *prior to* giving summative assessments. Formative assessments provide activities and opportunities for students to practice and grow, self-test against an end goal, and to analyze and make adjustments to their learning. Formative assessments can include such instructional strategies as observation and feedback, practice activities, quizzes, initial drafts/performances, and instructional questions. Formative assessments will NOT be factored into final grades. New evidence of mastery of standards **replaces** old evidence.
  - Homework that is used for preparation, practice, and self-testing will be considered formative and will not be factored into final grades.
  - Homework designed *and supported* for application and extension of mastery may be considered summative and can be factored into final grades.
- WE BELIEVE that assessment is most effective if done *with* students rather than *to* students. All teachers must ensure that students play key roles in:
  - understanding learning targets and summative assessment expectations
  - self-assessment and reflection
  - analysis of learning artifacts
  - goal setting and action plans for increased learning
  - charting progress on learning goals

As evidence of our commitment to these beliefs, each MISD campus has designed a three-year action plan that arrives at **full** and **exemplary** implementation.