

Key Grading Terms

Formative Assessment - Assessment for the purpose of learning and informing next steps in instruction. As a result of formative assessment, students receive feedback designed to improve current performance. Learners do not receive grades during formative assessment.

Grading Policies - Policies are board-approved regulations that have been read, reviewed, and passed by the members of the Wilmot Union School Board. Schools and teachers do not craft policies.

Grading Procedures - Grading procedures are standardized, school-wide systems that, in order to be fair, are uniform from classroom to classroom. This includes methods in semester grading, comparing student performance to clearly communicated course standards, and the use of rubrics that clearly define gradations of quality.

Grading Practices - School-wide grading procedures in assessing, grading and reporting must be clear and consistent. In addition, classroom teachers have practices they utilize to ensure sound assessment design and evaluation, clear gradebook setup, and tailored methods that explain how they provide and use feedback within their classroom and in electronic environments.

Rubric - An established set of criteria for scoring or rating students' performance on performance-based assessments, portfolios, writing samples, labs, simulations, scenarios, or other performance tasks
Standard - The expectation a student must meet in order to meet the criteria for success.

Success Criterion/Criteria - A success criterion (plural = criteria) describes the expected degree to which the learner must reach in order to be successful in the learning expectation. When quality is expected (vs. simple completion), success criteria are written using qualitative language designed to indicate levels of performance.

Summative Assessment - The final evaluation of the degree to which the goals and objectives of a program have been attained. The result of a summative assessment is most often in a level, grade or other mark.