**GUIDELINES FOR REPORTING**

**Source: "Transforming Barriers to Assessment for Learning, Anne Davies, Ph.D, sandra Herbst & Beth Parrott Reynolds, Ph.D (2008)**

GUIDELINE #1:

Grades or marks are an evaluative feedback symbol reflective of a student's most consistent, more recent pattern of performance in relation to agreed-upon standards, criteria, and predetermined levels of quality. Grades or marks are given for the full range of educational standards or outcomes, not just those easiest to measure

GUIDELINE #2:

Grades or marks are based upon a wide array of evidence. Evidence of learning is selected because of its alignment with outcomes and standards. Grades or marks reflect informed teacher professional judgment of the level of quality of student work in relation to the standards or outcomes.

GUIDELINE #3:

Grades or marks for achievement of standards or learning outcomes are reported separately from marks or grades related to other non-achievement factors such as effort, attitude, attendance, and punctuality.

GUIDELINE #4:

Summative evaluation takes place after students have time and opportunity to learn. Students understand expectations and acceptable evidence. They are involved in co-constructing criteria and have opportunity and time to learn.

GUIDELINE #5:

Grades or marks are derived from evidence present, not absent (thus devoid of practices such as assigning zeroes, grading on a curve, averaging, or penalty deductions).

GUIDELINE #6:

Grades or marks are validated by and anchored in collaborative conversation and analysis of student work against agreed-upon criteria, by teachers, across grade levels and subjects, to insure consistency and fairness in judgment. Quality assurance and control processes ensure consistency of interpretation.