

Standards-Based Learning

The Rugby School District's School Board, teachers, and administration are committed to the core ideas of a standards-based system through:

- I Can Statements in all content areas at each grade level
- Classroom instruction and assessments are aligned to I Can Statements
- Providing multiple opportunities for students to demonstrate mastery on I Can Statements
- Increased use of formative assessment practices to improve instruction
- Developing common rubrics to determine an individual student's level of mastery
- Regular reporting progress on I Can Statements
- Separating behavior from the grade

Homework

Definition: Homework or assigned work that is not completed in class is meaningful work that may include practicing concepts, reinforcing or reviewing classroom instruction, gaining familiarity on a new topic, and/or studying for tests.

Purpose:

The purpose of homework is to

- Gain familiarity on a new topic
- Reinforce or practice what is taught.
- Give feedback.
- Extend learning.
- Review material.
- Master specific skills and standards.
- Promote high-level thinking.
- Guide teacher instruction.

Guidelines:

Homework is:

1. Intended to provide feedback.
2. Used to communicate progress to students and parents.
3. Differentiated or modified based upon an individual student's needs and/or socioeconomic factors.
4. Developmentally or age appropriate.
5. Grade level appropriate (10 minutes per grade).
6. Tied to standards or driven by standards.

Homework is not

1. Intended to be a significant portion of the final grade.
2. To be used as a punishment.
3. Busywork.

Reporting academics and behaviors separately

Grades are accurate when they include the most recent performance on a skill or a standard or on multiple skills and standards.

Grades are inaccurate when they include the following:

1. Effort
2. Work habits
3. Attention
4. Participation (unless participation is a part of the skill/standard being assessed)
5. Behavior infractions (e.g. removal from class; plagiarism; cheating; defiance)
6. Bonus points
7. Attendance
8. Averaging
9. Other methods that include points/marks that are not directly tied to the performance on a skill or a standard or on multiple skills and standards.

The above-mentioned behaviors are important academic enablers and should be assessed and reported separately from the academic grade.

Second Chance for Learning

- Re-dos and re-takes are available to students
- Students are responsible for asking for a second chance
- Corrective instruction, additional practice, etc. must occur prior to the re-assessment
- Full credit should be given for any re-assessment
- The most recent/accurate score will be used for grading purposes

Grade Reduction and Enhancement

- Zeroes should not be permanent (students should be given the opportunity to turn in missing work for full credit)
- Deadlines prior to the end of each grading term are at the discretion of the teacher
- Teachers may make use of incompletes at the end of grading terms under special circumstances (i.e. student illness or hardship)
- Teachers are strongly encouraged to enter zeroes in a timely manner
- Late work should be accepted in most circumstances and penalties shouldn't significantly decrease the grade
- Students who demonstrate habitual behavior in work habits may be given a "U" by the teacher
- Grades will not be based on a curve
- Bonus points or extra credit falsely inflate the grade and should not be used