

<p>Formative Assessments and Homework do not count towards final grade.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>2</p>	<p>formative assessment on some items should count</p>
<p>3</p>	<p>Formative assessment is assessment for learning. Homework is practice</p>
<p>3</p>	<p>These are part of the learning process. Making mistakes is part of learning.</p>
<p>3</p>	<p>Formative assessments and homework are tools for students to practice skills and apply them to concepts and benchmarks that are to be assessed. These tools should be used by teachers to check for understanding and reteach or provide supports as necessary. The students are learning during the use of these tools and their final grade should not be based on their learning process, but their final assessment of what they did learn.</p>
<p>2</p>	<p>I agree with NOT using homework, but I think formative assessments are okay to use.</p>
<p>3</p>	<p>Formatives are for teacher feedback. Homework is for communication to parents.</p>
<p>2</p>	<p>I don't think homework should count as a grade because they are still learning but I feel that some formative assessments would be beneficial to assess the student's understanding. I don't think it should be just one test for a final grade. Some kids are not test takers but know the material.</p>
<p>4</p>	<p>These give the teacher an idea of how student(s) are understanding the material and purpose is to guide instruction.</p>
<p>3</p>	<p>formative assessments should be used to show us what we need to reteach, practice is suppose to help us to better our understanding why would we grade a practice? Do we grade practice for football or music?</p>
<p>3</p>	<p>I agree that it should not be counted towards a grade but should still be happening in the classroom.</p>

<p>Most current assessments will be used for final grade (no averaging of grades).</p>	<p>Please provide the reason(s) for your answer.</p>
	<p>3 at this point the grade program isn't set up for other options</p>
	<p>3 The most recent assessments should (likely) present to closest reflection of what the student knows or is able to do.</p>
	<p>2 I struggle with a single, cumulative assessment.</p>
	<p>3 An average of benchmarks during the learning process does not communicate where a student is "at the end." The practice of averaging results: 1 at the beginning of a lesson devaluing the 4 at the end of a unit reflects that a student still has not mastered a concept. The appropriate benchmark grade is the final/most recent one.</p>
	<p>3 It shows what the student knows now.</p>
	<p>4 My only catch to this would be to make sure the final grade is consistent with recent work. If a student in my class was proficient for several data points then displays progressing work...I would look into why they are progressing.</p>
	<p>3 This would work well for the elementary level as we are constantly working on enhancing skills all throughout the year. Mastering is not expected until the end of the year. We already implement this type of assessing at the elementary level. This could look differently at the high school level. Once they master a skill they might be finished with it.</p>
	<p>4 We want to know what they know now. Students might not have understood it two weeks ago, but if they do know that is what matters.</p>
	<p>2 Shouldn't all assessments show us how they have learned? Are we talking about assessments that all test the same concept?</p>
	<p>2 I agree and disagree. I agree that it gives you the most current data, but there could also be outside circumstances that prevent a student from doing their best on the given test day. Especially if they did well on the other assessments but the last one they did poorly.</p>

<p>Group Grades will not be given for group projects - individual understanding only will be considered for grade.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>4</p>	<p>a individual should not receive a grade based on group work.</p>
<p>3</p>	<p>It depends on what your assessing</p>
<p>3</p>	<p>Hopefully this encourages everyone to do their part.</p>
<p>4</p>	<p>Students should not be held academically accountable for other student's work.</p>
<p>2</p>	<p>Doesn't really apply to me..</p>
<p>4</p>	<p>Fair</p>
<p>4</p>	<p>I do believe that there is positive learning that can happen with group work but it needs to be monitored by the teacher to ensure that everyone is doing their job. Too many times one student is forced to do all the work but the entire group gets the credit.</p>
<p>4</p>	<p>We should be assessing each individual student separately not giving credit nor penalizing kids for their group.</p>
<p>3</p>	<p>Students share the responsibility of the project but they shouldn't share the grade, if one student does all the work their grades should show what they have learned not what the partners have learned.</p>
<p>3</p>	<p>I agree that students should not be punished or rewarded for the work of others in their group.</p>

Zeros will not be given (on a 100 point scale)	Please provide the reason(s) for your answer.
1	If a student chooses not to do an assessment - they should get a zero
4	Not best practice
4	Everything I've read supports this.
4	I completely agree that a 0 can destroy a student's score in a class. It also does not communicate the student's true academic ability.
3	Research shows this is best practice.
4	Unfair weight
4	Zeros can alter the over all grade and would not be a fair judgement of a student's knowledge. The student should be able to retake the test or assignment so they are forced to complete it and learn from it.
3	We should be encouraging kids to continue to learn and reassess. Zeros don't do that. They encourage kids to give up.
2	As long as a student has shown some evidence of understanding/learning then I believe the should receive a 50 or above. If no work is shown it should receive an incomplete or zero if never shown.
3	I agree that the scores entered should be more proportionate to each other.

<p>Students will be allowed to redo assignments and retake assessments and update their score (with stipulations).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>2</p>	<p>If plenty of practice is given up front and pre and practice tests are given why do they need a retest</p>
<p>4</p>	<p>This is best practice</p>
<p>3</p>	<p>The ultimate goal is learning. Not everyone is a good test-taker. Some experience test anxiety.</p>
<p>4</p>	<p>There are many different factors that can result in a low score in assessments. What a student did not demonstrate knowledge in on the day of the test can, and often does change with conversation with the teacher, reteaching, or the option of a different type of assessment.</p>
<p>3</p>	<p>Maybe the student is a better learner with SHOWING/DEMONSTRATING how to do something vs. explaining it.</p>
<p>4</p>	<p>Makes sense if their learning progresses</p>
<p>4</p>	<p>Retaking a test and redoing assignments is a great way for students to improve their learning, however, the teacher must provide additional teaching to the student so they can show proof of learning. They could get full credit for the assignments if the student is trying and willing to learn. If they care enough to relearn the material then they can earn that full grade.</p>
<p>4</p>	<p>This builds a growth mindset instead of just chasing points</p>
<p>3</p>	<p>current practice</p>
<p>3</p>	<p>I agree when there are stipulations in place. I think it should be done in a reasonable amount of time.</p>

<p>Behavior and academic grades will be separated on the report card.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>4</p>	<p>other than vocabman, tests and quizzes can be made up</p>
<p>4</p>	<p>These are two separate things.</p>
<p>3</p>	<p>I don't know that they have to be separated, but both should be reported.</p>
<p>4</p>	<p>Will and skill are not the same thing. Behavior should not determine a student's benchmark grade relating to Iowa Core benchmarks. It is also important to isolate behaviors and how they are relating to academics to develop a plan with the team of adults and the student.</p>
<p>3</p>	<p>They could be a smart student, but if they can't work with their group or does not do their daily work then the grade needs to show so parents are aware.</p>
<p>4</p>	<p>It's two separate things.</p>
<p>4</p>	<p>I truly feel that these need to be separated to fully understand the student's academic level and social skills. A child could completely understand a concept but if their social skills are low then they could get a bad grade. This isn't fair to that child when they actually can excel in something.</p>
<p>4</p>	<p>We should accurately measure both and not just average them together</p>
<p>3</p>	<p>your behavior doesn't show your understanding of a concept.</p>
<p>3</p>	<p>Behavior grades should not affect academic grades.</p>

<p>Points will not be taken off for work turned in late (on the academic grade).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>2</p>	<p>we do some work that needs to be completed before a test such as vocabman if taken late it defeats the purpose and they are not prepared to do the assessment. If it isn't graded, they won't do it. Even Jade said at the last meeting, if it isn't graded, I'm not bothering to do it.</p>
<p>3</p>	<p>The most recent assessments should (likely) resent to closest reflection of what the student knows or is able to do. Let this be reflected on the work habits grade.</p>
<p>2</p>	<p>I just want to make sure there is a consequence. I guess maybe it goes in the behavior section. They need to learn to complete work on time.</p>
<p>3</p>	<p>Late work is subject to many factors. It is necessary to know if a student behavior, circumstances outside of school, or lack of content knowledge are at the root of the work being late. Without the consideration of factors these student-teacher relationship/trust are at risk to be damaged.</p>
<p>2</p>	<p>Doesn't apply to me for elementary. I tell my students when their homelinks NEED to be back and they know I do not accept any after- but it's not graded. They are rewarded for their effort.</p>
<p>3</p>	<p>Lateness of work doesn't show proficiency.</p>
<p>2</p>	<p>I feel there needs to be some guidelines for this. Students need to be responsible and turn in work that is due but if they truly understand the content then they can get the points for it. This should definitely be 2 separate grades for behavior and academic. However, if a child is consistently turning work in late there should be a penalty.</p>
<p>4</p>	<p>Our grades should be assessing what they know. Now, students should still be expected to adhere to due dates, especially the last day to re-assess.</p>
<p>3</p>	<p>This would be a behavior not academic</p>
<p>3</p>	<p>I agree as long as there are some expectations for this. Late work should still be turned in within a reasonable time frame.</p>

<p>Formative Assessments and Homework do not count towards final grade.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>4</p>	<p>Formative assessments help guide our instruction towards mastery. It is used to help adjust instruction. Homework is a formative assessment that is used to adjust instruction not base a grade off of.</p>
<p>3</p>	<p>I see homework as practice. Formative assessments and homework should be used to guide the instruction. I can live with some 'wiggle room' for this.</p>
<p>2</p>	<p>How are kids accountable for their work? Need more discussion on benchmarks and what a summative assessment is. Leaves too much room for discretion.</p>
<p>3</p>	<p>Everything up to the assessment is practice.</p>
<p>3</p>	<p>Homework and formative assessments are practice. Practice should not be graded.</p>
<p>2</p>	<p>I think in some classes formative assessments serve as important evidence of progress toward learning targets. (as in grading system described by Marzano)</p>
<p>3</p>	<p>End of Unit/Summative Assessment should count for the bulk of the grade in each class, but homework still has meaning to it and should have minimal value.</p>
<p>4</p>	<p>Formative is just helping to get the student a better understanding of the skill/standard. We can keep track of this in a category that is "homework" but worth 0% of the overall grade.</p>
<p>3</p>	<p>I think this should be feedback to make students prepared for summative assessment</p>
<p>2</p>	<p>I would agree with the homework but not the formative assessments.</p>
<p>2</p>	<p>If students take time to do the work they still need some credit.</p>

<p>Most current assessments will be used for final grade (no averaging of grades).</p>	<p>Please provide the reason(s) for your answer.</p>
	<p>4 averaging can give a false grade.</p>
	<p>3 I agree with this, but the issue of time may come into play with this.</p>
	<p>2 When is the final grade? End of the trimester or end of the year? Can't spend all term learning one standard so there will be earlier assessments than others. Need to know standards and how they will be taught throughout the year and what are the benchmarks.</p>
	<p>3 Early stages of learning isn't always a good indicator of knowledge. Maybe they need a scaffolding.</p>
	<p>3 Data points should be on going. Grades should reflect the latest learning.</p>
	<p>3 I agree we should move away from averaging percentile grades! But using "current assessment" seems potentially problematic. I like Wormeli's idea of using judgement and multiple data points to best assess student's progress toward each standard.</p>
	<p>4 Wouldn't the grade book already do this anyway over the course of the trimester when it came to assessments being entered?</p>
	<p>3 This is challenging in the mindset realm, because most people average grades currently and this will be hard to move past. Additionally, I have not seen a viable way to work infinite campus in a way to support this.</p>
	<p>3 Current assessments need to be used for benchmarks and to show how students are doing on rubrics.</p>
	<p>3 If the student is progressing toward the standard then the final grade should reflect their learning from the 1st to the last.</p>
	<p>3 Sometimes only a few assessments have been given in the selected time limiting the grade and then does one or two assessments reflect the learning. Averaging allows for some credit for the home work.</p>

<p>Group Grades will not be given for group projects - individual understanding only will be considered for grade.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>3</p>	<p>Cooperative learning is expected.</p>
<p>4</p>	<p>I hate group grades. The behaviors that often impact group grades could/should be assessed in a different manner and a separate report form.</p>
<p>3</p>	<p>Knowledge needs to be individual. Again, what are the standards we are looking at. We talk about soft skills and separating knowledge and habits, but how do you combine those for grades? If teamwork and collaboration is a skill we value in our graduates then a group grade is a reflection of that.</p>
<p>4</p>	<p>I've never thought groups grades were the right answer. Some do all the work, while others just are along for the ride.</p>
<p>4</p>	<p>This is a concern for many students. This concept should be implemented and stressed to students.</p>
<p>2</p>	<p>I don't know - couldn't a group assessment of a project reflect each individual group member's understanding as evidenced by the project? Seems like this could be one data point to consider when assessing as student's understanding</p>
<p>4</p>	<p>As a student that ended up doing 80% of the project work with groups I was placed with in the past, I would very much value each person being evaluated on their own understanding of the material covered.</p>
<p>4</p>	<p>Group grades are ridiculous to begin with as it can be misleading. We've all been involved in the group where one person does all the work and everyone gets the grade. This is unfair practice.</p>
<p>3</p>	<p>In group work, sometimes some students or one student does more than the rest. The grade needs to be individual to be fair.</p>
<p>3</p>	<p>We are measuring what the individual knows not the group when giving grades.</p>
<p>4</p>	<p>Group grading will always be difficult because of individual work ethics, "I did more my child did more" Absences for sickness band lessons etc.</p>

Zeros will not be given (on a 100 point scale)	Please provide the reason(s) for your answer.
4	If work is purposefully given, then a zero should never be an option because we need it to see how students are progressing towards mastery of the standard. Evidence is required to show mastery.
3	I understand the reasoning behind this, but it is hard for me to let go of that practice.
2	I know this deters motivation, but if they don't do the work or turn it in, they should not get credit.
4	I feel if students didn't gain any knowledge I need to re-assess my teaching.
3	We need to provide them opportunity to learn the skills. Concern is when nothing is given or turned in for a data point.
4	I agree - zeroes punish and can lead to a grade that doesn't accurately reflect student understanding. If there is no evidence of student understanding of a particular standard, then their "grade" regarding that standard(s) should be reported as "insufficient evidence".
3	A "50" should be given as the lowest grade on an assessment. It gives kids a fighting chance.
2	If a student doesn't even attempt an assessment, this is where I have a hold up.
4	Zeros are not appropriate to give to students. This makes students shut-down to trying again.
4	If we are working on what the students knows and understands zeros should never be given.
4	0 Create a mathematical situation that is difficult to recover from. And in turn may not reflect the students level of understanding.

<p>Students will be allowed to redo assignments and retake assessments and update their score (with stipulations).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>4</p>	<p>I agree only if there is reteaching (not the same instruction but slower) happening in another way.</p>
<p>2</p>	<p>I do agree with this, but I think we need to really look at procedures needed to make this work. Consistency might be a problem. The time factor might also cause problems.</p>
<p>2</p>	<p>Don't think this is going to go over with the parents. You don't get redos in the real world. What are the stipulations? What work do the students need to do to prove they deserve a retake? What is the time limit? How many retakes are aloud?</p>
<p>3</p>	<p>We sometimes learn best from our mistakes.</p>
<p>3</p>	<p>Our responsibility is to allow students the opportunity to learn. Redoing assignments is one way to make sure learning occurs.</p>
<p>4</p>	<p>I support the idea of moving toward a competency based system, where, once you have shown evidence of mastery of standards, you move forward to new learning and conversely, when a student hasn't shown such evidence, they continue to work on those standards until that evidence exists. That might involve additional/ alternative assessments or redoing assignments, etc!</p>
<p>4</p>	<p>Redo's are essential. Effort must be put forth though to show they are ready to have a redo.</p>
<p>4</p>	<p>Absolutely, it's about the learning and reinforcing the fact that they can all learn it, may be at different times but it is attainable.</p>
<p>3</p>	<p>Students need to be able to redo assignments or assessment, if go back and take opportunity of extra practice and reteaching.</p>
<p>4</p>	<p>If we want students to show what the know and understand as the year goes on then they should be allowed to redo assignments or assessments within reason.</p>
<p>4</p>	<p>Redo's are real life. If you make a mistake you fix it and move on. Not everywhere but in most places making a mistake is part of the learning process and is where the learning takes place sometimes.</p>

<p>Behavior and academic grades will be separated on the report card.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>4</p>	<p>Yes</p>
<p>4</p>	<p>Yes!! Although these are related, they are very different skill sets.</p>
<p>2</p>	<p>What is the weight you give to each? How does this fit into a GPA? How does this relate to a transcript that is sent to a college? How does it show work ethic? What consequences come with poor behavior scores?</p>
<p>4</p>	<p>Students behavior is sometimes due to a reason they have little control over.</p>
<p>3</p>	<p>Behavior is a separate entity being graded.</p>
<p>4</p>	<p>NOT impacting an academic grade, but as a separate category reported on by all teachers and synthesized into one overall "workplace skills" assessment on report card.</p>
<p>4</p>	<p>They should be separated, but both need to exist .</p>
<p>4</p>	<p>They aren't? Well the should be, I do believe we need more attention to the behavior/work habits side of the grade. However, these elements should not be included (according to best practice)</p>
<p>4</p>	<p>Academic and behavior grades are different and should be assessed separately.</p>
<p>4</p>	<p>These two should be separate because they measure two different things.</p>
<p>4</p>	<p>The level of proficiency and behavior might not be related. Just because you behave in class means you know the material and the inverse of that is also true just because you misbehave doesn't mean you don't know the material.</p>

<p>Points will not be taken off for work turned in late (on the academic grade).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>4</p>	<p>The point of the work is to see how student are progressing towards mastery the standards. Late work is more about a work habit not about their mastery towards the standard.</p>
<p>3</p>	<p>Again, this separates the behavior from the academic learning. I would hope parents would be just as concerned about their student's 'behavior report card' as they are about the academic learning.</p>
<p>1</p>	<p>Again, how does this translate to the real world? How do you set expectations if you don't have time limits? What if they don't turn in the work at all? Teachers shouldn't be expected to chase down assignments.</p>
<p>3</p>	<p>We don't always know what students are dealing with at home. Some parents are better at seeing work is completed on time.</p>
<p>3</p>	<p>My concern with this is the time frame as far as grades after a trimester or end of year. I don't believe points should be taken off, but a decision needs to be made as to a cut off date/time.</p>
<p>4</p>	<p>Lets move away from "points earned" and toward an "evidence of understanding" mindset.</p>
<p>3</p>	<p>Late work should be allowed to be turned in, but there is a point where it shouldn't be allowed to be turned in anymore.</p>
<p>4</p>	<p>We all learn at different speeds.</p>
<p>3</p>	<p>This should be to see what students know and understand. This would be more of a behavior grade.</p>
<p>4</p>	<p>Again, we are measuring what the student knows and understands not when it was turned in.</p>
<p>3</p>	<p>That's real life also. We all work on time lines with expectation and time lines time management is a daily like skill.</p>

<p>Formative Assessments and Homework do not count towards final grade.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>3</p>	<p>IN my situation, students overall grade is not negatively effected for making a mistake in class, playing a scale incorrectly (they may attempt it as often as needed). Formative assessments help guide my instruction of the students. I liken homework with practice records which too often encourage students to lie.</p>
<p>2</p>	<p>Students place more value on graded assignments than on "practice" assignments. Grading this work incentivizes students. I don't necessarily think this is a good thing, but I do think it's a true thing.</p>
<p>2</p>	<p>Homework should be very small percentage because they are still learning but there should be a few formative checks and project based learning in class and summative that should count for the majority of a grade (not just one test- some kids know the material but are not good test takers).</p>
<p>3</p>	<p>Giving a grade on homework is insufficient feedback as the student usually is never given a chance to revisit or relearn the material and demonstrate their learning again. Homework and formative assessments should be used as a check in point to gauge student progress and aid in instructional strategies/practices. (NCTM: "Grading Homework for Accuracy or Completion? Yes!" Zielinski, 2016)</p>

<p>Most current assessments will be used for final grade (no averaging of grades).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>3</p>	<p>This is how I currently assess students.</p>
<p>1</p>	<p>I think a grade should tell the story of the student's learning, particularly at the HS level. In a writing class (and portfolio assessments), students write more than one draft and have plenty of opportunities for revision, so in a sense, their "most current" draft should be their best one.</p>
<p>3</p>	<p>Students are in the process of learning as many classes are in a progression of skills (especially at the elementary level). Mastery is not expected until the end of the year or course. (This may look different with high school classes?). We are already doing this at the elementary level- Ex: we don't average baseline and first tri. skills for a second tri. grade.</p>
<p>3</p>	<p>When assessing students understanding of a standard, they should be given multiple attempts after reteaching. It only makes sense to take the most recent grade as that is the last piece of evidence that shows the student's mastery of the skill. ("How to Grade for Learning" O'Connor, 2018)</p>

<p>Group Grades will not be given for group projects - individual understanding only will be considered for grade.</p>	<p>Please provide the reason(s) for your answer.</p>
<p>2</p>	<p>I am in favor of this in most classes but some classes (fine arts) are specifically taught as group projects(performances). While it is possible to grade the individual on their ability to perform their assigned parts, performing with others is part of the standard. For me, it is more of an issue of how much emphasis do we place on it.</p>
<p>2</p>	<p>Then what's the point of group work / PBL / cooperative learning? I think students should earn 2 grades on a group project - an individual grade and a group grade. If we're only going to assess kids as individuals, then I don't see the point of making them work with others. (I'm not a huge fan of group work, but we're supposed to do it.)</p>
<p>4</p>	<p>If individual conferencing is used with group projects and monitored it could be used for a portion of the grade. Teachers need to be able to ensure that each student was actively involved in the project.</p>
<p>2</p>	<p>I can see both sides of the argument for this one. What if one student does all the work? How can you tell? What if parents are helping with group projects? What if a student was absent most of the time?</p>

Zeros will not be given (on a 100 point scale)	Please provide the reason(s) for your answer.
4	I would prefer to see teachers move away from the 100 point scale.
1	<p>This really frustrates me - and for a number of reasons. One is that our students are not allowed to earn extra credit. If we cannot give SOMETHING for SOMETHING, then I do not understand how we could logically give SOMETHING for NOTHING. Secondly, administrators in our district talk a lot about "real world" and "authentic" experiences for our students, but this is nothing like the real world. If I do no work, I can expect to get nothing for that.</p> <p>This policy sends a terrible message about the value of effort and work.</p>
4	<p>Zero's can effect the outcome of the overall grade. On a 100 point scale. If the student received a zero for a score, more work with the student should be given and allowed to retake the assignment or test.</p>
4	<p>If you give a zero you are not giving an accurate reflection of what students are learning. You are also grading behavior (of not completing the assignment or noncompliance) instead of grading the performance of the student. What are we really trying to grade? ("Less than a Zero" Norrell, 2015)</p>

<p>Students will be allowed to redo assignments and retake assessments and update their score (with stipulations).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>3</p>	<p>Stipulations are important. I can not recreate the concert event accurately. Yes, I could have them play to a recording of the concert (if a recording was made) but it is still not the same as actually communicating with the conductor and other musicians in the moment. As a parent of a child with chronic health issues, I very much support this.</p>
<p>2</p>	<p>I don't see why this would be necessary in a writing class. Again, students write more than one draft and have multiple opportunities to revise. The final draft should reflect their best effort. And there's just no practical way (at least, I've not had one described to me) for student to "re-do" a novel.</p>
<p>4</p>	<p>Help should be available or given to re-teach materials they do not understand for assignments. It should be required to have some proof of learning before they retake a test. They should get full credit for assignments if they spend time willing to retake and learn material and then do well. However, stipulations should be given on a retake of an assessment.</p>
<p>4</p>	<p>This would provide more evidence of student learning and would allow students to demonstrate what was learned from reteaching. ("How to Grade for Learning" O'Connor, 2018)</p>

<p>Behavior and academic grades will be separated on the report card.</p>	<p>Please provide the reason(s) for your answer.</p>
	<p>3 The only thing preventing me from answering 4 on this is I am not sure what data needs to be kept and how to do that for behaviors.</p>
	<p>1 They already are separate. Students who are not well behaved do not have their grades penalized.</p>
	<p>4 By scoring them separate, they can see how if their behavior is high and academics low that one may be affecting the other. Behavior and social skills are just as important as academics. Even for employers, it would be nice to see their behavior/social skills and their academics as separate. Both are important skills to have for "life skills".</p>
	<p>3 This goes back to what are we really grading? This would be a place to put zeros for incomplete work and would give a better understanding to students work towards a standard. ("How to Grade for Learning" O'Connor, 2018)</p>

<p>Points will not be taken off for work turned in late (on the academic grade).</p>	<p>Please provide the reason(s) for your answer.</p>
<p>3</p>	<p>I think that there do need to be stipulations. The district's current make-up policy only allows students two weeks to make up for their absence.</p>
<p>1</p>	<p>I understand the thinking behind this: grades should reflect what students know. I get that. But I also believe that grades should tell the story of students' learning, and that includes work habits such as meeting due dates. I don't agree that late work should not be penalized, even though I don't penalize it in my ninth grade classes. Many students will fail if their late work is penalized. And there's the problem. To fix that problem, I've adjusted. But really, it's the students who should adjust because it's the students who are supposed to be learning to be learners. And points taken off late work is a way to effect that adjustment in some kids. I think we do our students a disservice when we teach them that they can submit work late and have no consequence for that. I know . . . we can just give those kids a 1 on work habits or whatever, but that's not really a consequence. Why not let the grade tell the whole story, and let the GLB grade show what the kids knows? Why isn't a 3 or 4 on the GLB an acceptable communication of what they know?</p>
<p>3</p>	<p>Late work is more of a behavior related skill so I believe it should affect the behavior grade. If they know the material or not, there should be consequences. If they don't know the material and do this it should also affect their academics grade.</p>
<p>1</p>	<p>This is similar to giving a zero for turning in late work. What is this showing in regards to a student's knowledge of a standard? I believe this would show more of a student's behavior than their understanding of a standard. ("How to Grade for Learning" O'Connor, 2018)</p>