



Del Mar Assessment, Feedback, and Grading Policies and Practices

Del Mar Assessment and Grading Beliefs

- Assessment and grading practices should reflect a rigorous learning environment that is supportive of ungraded practice, mistakes, learning, and ongoing feedback.
- Formative assessments are important for practice and feedback. While summative marks significantly determine a student's current achievement.
- Habits of Learning are learning behaviors that are separate from academic grades.
- The purpose of grading is to provide students, parents, and staff with honest and clear communication about how a student is performing in a class.

Four Clear Learning Levels

In the Del Mar grading system, each learning level has a clear definition and performance criteria. The four levels are **Beginning**, **Approaching**, **Proficient** and **Advanced**. Teachers will input IE (Insufficient Evidence) when they do not have sufficient evidence of student learning. The four levels allow teachers to provide clarity about a learning target and the criteria to reach each level. Students can both self-assess and get specific teacher feedback on areas of strength or areas for growth to improve learning. The goal is for all students to reach **Standard Met** (Proficient or Advanced). Advanced does not mean that the student is doing next grade work. Rather, that their thinking and work demonstrated a high level of complexity and consistency.

[Four Learning Level Descriptions](#)

Beginning	Approaching	Proficient	Advanced
Standard Not Met		Standard Met	

Looking At Standards

When we look at each discipline's standards, we now ask students to do high level thinking actions like *develop, generate, analyze, distinguish, demonstrate, create and perform* and that's across all subject areas. Some standards are discrete and short. Other standards are year-long learning expectations. Trimesters 1 and 2 should be viewed as progress on what the student has been taught at that point in the year. Trimester 3 should be viewed as the final report regarding evidence on year long standards proficiency. If a standard is not assessed in a trimester, you will see *NA for Not Assessed*.

Habits of Learning

One of the most important aspects of middle school is learning the habits that will make students more successful in high school and beyond into college, career, and life. Habits of Learning are so important they are given their own reporting areas on the report card for each class and for advisory. Habits of Learning focus on the skills of **Responsibility, Independence, Perseverance, Respect and Collaboration**. [Habits of Learning Descriptions](#)

Formative and Summative Assessments

Formative assessments are used to understand where a student is in the learning progression and the next steps to improve learning. Summative assessments are used to determine whether students have learned what they were expected to learn after sufficient instruction, practice, and feedback. **Think of formatives as practice and summatives as performance.**

Standards-Based Grade Determination

Grades should provide information about a student's specific strengths and areas for growth. Therefore, there is no overall subject grade. This will allow students to focus on specific areas for improvement. Grades should reflect consistent academic achievement on standards proficiency. Teachers determine final grades based on consistency but with a greater emphasis on recent summative evidence.



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Learning Level Definitions and Continuum

Beginning	Approaching	Proficient	Advanced
<p>The student may demonstrate a <i>few</i> elements of the standard.</p> <p>The student may need <i>extensive</i> prompting, scaffolding, or support.</p> <p>Errors and/or mistakes <i>do</i> impede demonstration of meeting the standard.</p>	<p>The student can demonstrate <i>some</i> elements of the standard.</p> <p>The student may need prompting, scaffolding, or support.</p> <p>Errors and/or mistakes <i>may</i> impede demonstration of meeting the standard.</p>	<p>The student can demonstrate that the standard is met to a <i>sufficient</i> level of consistency, depth, or precision.</p> <p>Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.</p>	<p>The student can demonstrate that the standard is met to a <i>greater</i> level of consistency, depth, precision, or originality.</p> <p>Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.</p>
Standard Not Met		Standard Met	

Del Mar Habits of Learning

Responsibility	Prepares with materials and supplies
	Focuses and engages in learning
	Organizes and prioritizes to meet deadlines
Independence	Stays on task
	Reads directions and checks resources
	Uses feedback to create goals for areas of growth
Perseverance	Asks questions and seeks help
	Revises to improve understanding
	Views mistakes as opportunities for learning

Respect	Follows class expectations
	Shows kindness to others in actions
	Uses words for positive intent
Collaboration	Contributes ideas
	Listens and is inclusive during collaboration
	Actively participates

More Information

Del Mar Assessment, Feedback, and Grading Website
[Supporting Students and the Role of Parents](#)

[Digital Tools at Del Mar](#)
[Del Mar Assessment Policies and Practices Video](#)