

## ZERO

### BELIEF

A standards-based grading and reporting system will reflect what students know and are able to do.

### RESPONSIBILITIES

**Teacher:** Because zeroes give numerical value for something that has never been assessed it is not based in reality and will not be given as a grade, zeroes involve inappropriate mathematics. Teachers will use "I" for insufficient evidence, in instances where student's knowledge of content area is not apparent in order to provide opportunity for assignment completion.

**Goal for teacher:** Teachers provide students with various routes of practicing missed content and reassessing in order to change insufficient grades to numerical standard grading. Teachers record highest score of students' assessment.

**School:** Report cards are able to have an "I" for insufficient as a grade at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarter. The procedure for changing an "I" to a grade includes the following: drop dead date for reassessment must occur before end of unit, students must demonstrate that they have completed additional practice connected to unit objectives prior to reassessment. Students will be given multiple opportunities and measures to master objectives before assessment. If a student chooses not to reassess, the grade will be changed from "I" insufficient to 0 zero on an equal interval scale.

**Student:** Students take responsibility for producing sufficient evidence required in order for teachers to determine what the student knows and is able to do based on the standards. When students have clear expectations they are able to decide about submitting needed academic evidence and/ or making up an incomplete. Student led conferences may help students recognize responsibilities by helping them identify both their strengths and areas needing improvement.

#### **For further reference:**

"A zero has an undeserved and devastating influence, so much that no matter what the student does, the grade distorts the final grade as a true indication of mastery. Mathematically and ethically this is unacceptable. (101, O' Conner)"

"Grades are broken when zero's are entered into a student's academic record for missing evidence or as punishment for transgressions. When combines with other evidence the resulting grade does not accurately reflect student achievement." (pg. 95) - O' Conner

Covington, M., & K. Manheim Teel. Overcoming student failure: changing motives and incentives for learning. Washington DC: American Psychological Association 1996.

Reeves, D.B. 2004 The case against the zero. Phi Delta Kappan, 86 (4), 324-325.

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