

## GRADING AND REPORTING: GRADES 6 – 12

### I. Grading Guidelines

- A. Grades will reflect student achievement toward mastery of course content standards, which shall be based on applicable state and national standards.
- B. Grades shall be reported each grading period.
- C. District/school content area/grade level teams will have agreed upon weighting and categories for determining student grades. Content areas will determine course-specific guidelines for weighting summative standards-based assessments and formative standards-based assignments.
- D. Clear learning objectives for each content unit and general grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers will have common syllabus expectations.
- E. To ensure consistency, content area teams will establish a common standards-based curriculum to include required common formative and summative assessments, as well as similar gradebook practices.
- F. Grades shall be available and kept current weekly for parent and student monitoring through the district-approved electronic grading system.
- G. Buildings will set the deadlines for when final grades are posted to the gradebook.
- H. Teachers will provide feedback to students prior to the summative assessment.

### II. Types of Assessments

- A. Teachers shall classify all assignments that affect a student's course grade into one of two categories: 1) **summative assessments/assignments** or 2) **formative assessments/assignments**. They should do so in accordance with district, building, and departmental guidelines.
  - 1. **Summative assessments/assignments** are those that reflect a student's completed learning toward a learning target or performance standard.
    - a. The frequency of summative assessments will depend on the nature of the curriculum that has been adopted by each content area professional learning community (PLC). Summative assessments are typically end-of-unit assessments.
    - b. Summative assignments should be individual in nature to discern what each student has achieved. If students have worked together on a project, the teacher shall have a method to fairly assign individual grades for each student's contribution.
    - c. Summative assessments are designed to assess a student's overall grasp of

essential questions, learning targets, and standards. Summative assessments may include: state or district level assessments, comprehensive assessments (tests), written papers, performance-based work samples, projects, tests, or demonstrations of a student’s overall knowledge/mastery of the learning target(s).

2. **Formative assessments/assignments** are those that reflect a student’s progress with respect to a learning target or performance standard.

- a. Formative assessments should be administered at frequent intervals in a student’s learning so the teacher, student, and parents have feedback about the student’s progress in learning the standard(s).
- b. The number of formative assessment scores will depend on the class and teacher, but it should exceed the number of summative assessment scores.
- c. Formative assessments may include both scores based on the accuracy of a student’s learning and participation scores. Participation scores include those based on a student’s demonstrated skills, such as homework completion, class discussions, note taking, goal setting, quizzes, and classwork that is assessed on completeness rather than accuracy, and periodic teacher assessments, such as exit or entrance slips. The teacher shall clearly define, in advance, academic criteria for scores based on accuracy and performance indicators for scores based on participation.

B. The relative weight of summative assessment and formative assessment scores in the calculation of a student’s grade shall be decided by grade level or content area teams. This information shall be made publicly available and shall be provided to students and parents.

### III. Definitions

A. Based on school or department guidelines, the teacher will provide a summative grade upon the conclusion of the course. Definitions/descriptors of letter grades and level of performance are listed below.

#### 1. Regular Grading Codes

<b>Letter Grade</b>	<b>%</b>	<b>Descriptor</b>
A	90-100	An “A” means mastery through extensive evidence. The student consistently surpasses the proficient level and demonstrates an <b>in-depth understanding</b> of the standard.
B	80-89	A “B” means proficient. The student regularly meets the standard and demonstrates a <b>working knowledge</b> of essential skills. While there are still some weaknesses or inconsistencies, the strengths are dominant.

C	70-79	A “C” means approaching proficiency. Though the student is <b>sometimes demonstrating a working knowledge</b> of the essential skills that encompass the standard, there are still inconsistencies.
D	60-69	A “D” means the student is showing partial understanding and some skill demonstrated with <b>significant omissions or errors</b> evident. A grade of D may not be sufficient for a pre-requisite course.
F	Below 60	An “F” means the student shows <b>insufficient understanding</b> or that insufficient skill has been demonstrated. No credit is earned for an F.

## 2. Special Grading Codes

Code	Descriptor
G	A “G” means “No Grade.” This is assigned to a student when a student leaves a class so early or joins a class so late that no grade can be assigned. The grade does not count toward the grade point average (GPA).
P	A “P” means “Pass.” A student is given a Passing grade when they complete the minimum expectations for a course. This grade counts for course credit but does not count toward the GPA.
N	An “N” means “No Pass.” A student is given a No Pass grade when they do not complete the minimum expectation for a course. This grade does not count for course credit and does not count toward the GPA.
I	An “I” means “Incomplete.” A student can be given an Incomplete grade when a teacher feels the student needs additional time to complete required coursework and administrative approval is granted. After two weeks, any unresolved Incomplete grades will revert to an F.

### B. Reporting Modified Grades

Students pursuing a modified diploma may receive modified grades against identified learning targets for each unit of study. The district will develop an identified process for a student to pursue a modified diploma.

### C. Special Education Students

Grading for special education students is determined by the student’s performance in the core curriculum. Grades are driven by the student’s level of proficiency for each subject based on the academic standards and the district adopted curriculum. Grades should take into account accommodations and modifications as they relate to the components of the grading policies.

Each student’s accommodations and modifications are identified in the student’s Individualized Education Program (IEP).

Special Education students who are in general education classes will be graded using the adopted district grading policy weights and percentages, with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education case manager is required to send a parent progress report or annotated goals based on the student's IEP.

The IEP team for a student meets to determine accommodations that allow the student to access the content, curriculum, and the modifications needed to demonstrate their knowledge and skill at a level appropriate to their ability. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute that provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute that provides access for a student with a disability to participate in a course, standard, or test, **and which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

The accommodations/modifications outlined in a student's IEP must be provided in order to ensure appropriate access to the curriculum.

#### **IV. Work Completion (Missing Work, Retakes, Makeup, and Extra Credit)**

- A. End of course assessments are not included in retakes, since they coincide with the end of the grading period.
- B. Teachers may assign an Incomplete grade for students who are unable to complete end of grading term assignments or assessments. Teacher, student, and, if necessary, counselor will work together to develop a plan to complete end of term work within two weeks of the end of the grading period. Ultimately, the student is responsible for ensuring this gets completed. Unresolved Incomplete grades will revert to an F at the end of the two-week period.
- C. Content area teams will decide whether students will be allowed to retake assessments, and this expectation will be clear in course syllabi.
- D. Students with excused absences are given the same number of days as their absence and an additional day to make up their missing work without penalty.
- E. Teachers will assign makeup work as necessary to ensure academic progress.
- F. Students who habitually do not turn in work on time should be referred to possible interventions through the Response to Intervention (RTI) process.
- G. Extra credit may be awarded for students who go above and beyond expectations according to course standards and should be limited to no more than 3% of a student's grade.

#### **V. Employability Score (Attendance, Behavior, Effort, and Cooperation)**

An employability score is given on a scale of 1 to 5 once each semester to all students in grades 6 through

The employability score is based on a combination of a student’s attendance, behavior, effort, and cooperation according to the percentages shown in the tables below.

Attendance, behavior, and timeliness account for 70% of the employability score and are all taken directly from the Student Information System. The balance of the score (30% for professional skills of **cooperation** and **work ethic**) is based on input from each of the student’s teachers on a scale of 1 to 5. The professional skills rubrics are to be included in the student handbook.

<b>Percentage of All School Days Attended (40% of total score)<sup>1</sup></b>	<b>Score</b>	<b>Days Absent Per Year</b>
97% to 100% of all school days	5	5
93% to 96.99%	4	12
90% to 92.99%	3	17
85% to 89.99%	2	25
84.99% and below		26

<sup>1</sup>Includes all absences other than school-related events.

<b>Timeliness (Tardies Per Semester) (20% of total score)</b>	<b>Score</b>
0 to 4	5
5 to 8	4
9 to 12	3
13 to 16	2
17 or more	1

<b>Behavior (Number of Major Referrals Per Semester) (10% of Total Score)</b>	<b>Score</b>
0	5
1	4
2-3	3
4	2
5 or more	1

Though the employability score does not appear on a student’s transcript, parents and students will receive an employability score report twice a year. Staff can use these scores as a tool in the RTI process to assist with providing interventions, goal setting, motivation, and helping prepare students for college and career. Major employers in our region are using these scores in their hiring process.

END OF POLICY