

**Tumwater School District  
Procedures**

**GRADING AND PROGRESS REPORTS**

**1. Separation of academic and nonacademic indicators:**

Academic and nonacademic indicators will be reported separately on the report card. The academic achievement grade will be an accurate representation of what a student knows and is able to do with respect to commonly established district standards for that course/subject area.

The academic achievement grade will be determined by evaluating the evidence of learning gathered from assessments of progress toward the standards, which may be demonstrated through a number of both formative and summative means. For the academic achievement grade, no less than 90% will be determined by summative assessments, and no more than 10% by formative assessments, per the table below:

<b>Formative Assessments:</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"><li>• Used to guide instruction for individual students or a whole class</li><li>• Introduce criteria, allow for feedback, self-assessment, and guided practice</li><li>• Focus on individual or group learning</li><li>• Includes informal observations, quizzes, homework, teacher questions, worksheets</li></ul>	<ul style="list-style-type: none"><li>• Used to make a decision about student learning at the end of a period of instruction for progress report</li><li>• Are based on course/subject area standards</li><li>• Used after students have been given opportunities to practice skills and receive feedback</li><li>• Focused on individual student performance ONLY; no group scores</li><li>• Includes formal observations, tests, projects, reports</li></ul>

**2. Reporting of nonacademic indicators (Secondary only):**

- Five nonacademic indicators (Cooperation, Participation, Preparation, Punctuality, Work completion) may be reported on the Skyward report card, using the “comments” section. Departments will choose which of the five indicators they will report.
- Indicators will be reported on a 4-level scale with the following proficiency descriptors:
  - A = Exemplary
  - B = Proficient
  - C = Inconsistent
  - F = Unsatisfactory

- Rubrics describing each proficiency level will be prepared by the entity indicated:  
**Cooperation** - School  
**Participation** - Department  
**Preparation** - Department  
**Punctuality** – District  
**Work completion** - Department

### 3. Grading scale (Secondary only):

All grades will be calculated using the following grading scale:

Skyward Percent	Letter grade	State GPA
93 – 100	A	4.0
90 – 92	A-	3.7
87– 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
60-66.99 <b>2022-23</b> 50-66	D	1.0
0 – 59.99 <b>2022-23</b> 0-49	F	0

### 4. Individual and group scores:

At times teachers may choose to have students work in groups on formative and summative assessments/activities, but summative scores must reflect individual achievement. “Learn together; assess individually.”

## **5. Multiple opportunities to demonstrate learning:**

Students shall be afforded multiple opportunities to demonstrate their mastery of standards. This may be achieved through two or more types of summative assessments on the same standards (e.g, a paper and a test), frequent and repeatable formative assessments prior to the summative assessment, or through the use of reassessments.\* If reassessments are offered, the following procedures apply:

- Reassessment opportunities are encouraged when students appear to need additional time and instruction to master the standards assessed.
- Reassessments may be offered for part of a summative assessment or all of it, or in a different format, as determined by the teacher.
- When reassessments are offered, all students may be reassessed, regardless of grade on original assessment, if they meet the following requirements:
  - Complete the original assessment.
  - Complete all assigned formative assessments (homework, classwork) for same standards.
  - Complete reteaching/relearning activities, as determined by the teacher.
- The department will determine reasonable timelines for reassessments and be consistent in the application
- Reported grades should be reflective of student's most accurate level of knowledge based on reassessments.

\* Departments may request a change to the multiple opportunities procedure to be approved by the building principal and the Executive Director of Student Learning or their designee.

**IMPLEMENTED: June 20, 2013**

**REVISED: May 19, 2014; October 14, 2021; February 6, 2023**