

# DVUSD Grading Practices

## 2023-2024

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### **GRADING PRACTICES: PHILOSOPHY AND GOALS**

Ensuring fair and credible evaluation of student learning from classroom to classroom and school to school will directly impact and improve student learning. Students should be held accountable for their learning. We also recognize that grading practices can contribute to long-term student success. An emphasis on the evaluation of content standards and timely, constructive feedback are cornerstones to grading that reflect student growth and development.

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## DVUSD Grading Goals

Grading practices in DVUSD will encompass the following goals:

- Grades are equitable, accurate, specific, and consistent.
- Grades reflect academic learning and are not used as a punitive tool.
- Grades report the status of academic learning, not behavioral conduct.
- Assessment and grading provide actionable feedback to inform student learning.
- Grading takes into account that learning is a process that takes place over time and at different speeds for different students.
- The grading system coordinates and is consistent among common course teachers and/or grade levels to ensure clarity in expectations for all students.

## GRADING PRACTICES: PROCEDURES

### Meaningful Grade Entries

Teachers are expected to enter a meaningful grade for each student in the electronic gradebook on a regular basis so that students, parents, and support staff can better monitor student progress. A meaningful grade is a grade entry for an assessment or coursework that measures learning standards. The frequency of entering meaningful grades is as follows:

- Classes that typically meet 4-5 days per week = at least 1 meaningful grade each week
- Classes that typically meet 2-3 days per week = at least 1 meaningful grade every other week
- Classes that typically meet 1 day per week = at least 1 meaningful grade every 3rd week

At least one meaningful assessment/assignment grade entry must be entered each week, but an entry that impacts the course grade must be entered at least every 2 school weeks (every 3rd week for classes meeting once per week).



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## **GRADING PRACTICES: GRADE SCALES**

### **K-2 Grade Scale**

Students in Kindergarten, 1st, and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Applies grade level skills with greater depth or complexity
- 3 = Demonstrates grade level proficiency
- 2 = Approaches grade level proficiency
- 1 = Displays a significant lack of grade level proficiency

Students in 1st and 2nd grades will receive marks for their overall performance in each course of study using the following letter grade scale.

- E = Excellent (87%-100%)
- S = Satisfactory (58%-86%)
- N = Needs Improvement (42%-57%)
- U = Under Performing (0%-41%)

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## **3-12 Grade Scale**

Students in 3rd through 12th grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Highly Proficient
- 3 = Proficient
- 2 = Partially Proficient
- 1 = Minimally Proficient

Students in 3rd through 12th grades will receive marks for their overall performance in each course of study using the following letter grade scale.

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Grades of “D” and above are passing marks. A course grade of “F” indicates that the student has failed the course. For 9th-12th grade levels, no course credit will be awarded for a failing course grade.

## **GRADING PRACTICES: GRADE CALCULATIONS**

### **Overall Standards Grades**

Overall standards grades will be determined by the average of the most recent three proficiency level marks a student receives for each standard.

All teachers are required to tag and enter proficiency levels for standards for summative assessment gradebook entries.

### **Kindergarten**

Students in kindergarten will not receive an overall course grade for each subject area. They will instead receive scores for each standard that was measured during the marking period.

## 1-2 Overall Course Grades

Overall course grades for students in 1st and 2nd grades will be determined by the average of all overall standards scores for the grading period. The average will be converted to a letter grade of E, S, N, or U.

E = 3.5-4.0

S = 2.3-3.4

N = 1.7 -2.2

U = 1.0 -1.6

## 3-12 Overall Course Grades

Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores (assessments, coursework).

Teachers will enter scores for assignment entries in the gradebook based upon student performance of the standards.

<b>Highly Proficient A 100%-90%</b>			<b>Proficient B 89%-80%</b>		<b>Proficient C 79%-70%</b>	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
<b>All 4's on standards</b>	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's <b>All 3's on standards</b>	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
<b>Partially Proficient D 69%-60%</b>			<b>Minimally Proficient F 59%-50%</b>			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		<b>All 2's on standards</b>	Mostly 2's and some 1's		<b>All 1's on standards</b>	
<b>No Evidence</b>						
49% - 0%						

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## Categories

All 1st-12th grade teacher gradebooks will utilize the following categories in the gradebook.

**ASSESSMENT:** This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.

**COURSEWORK:** This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, quizzes, exit tickets, checks-for-understanding, and daily activities.

**PRACTICE:** This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

## Weights

All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.

**ASSESSMENT CATEGORY** 80%

**COURSEWORK CATEGORY** 20%

**PRACTICE CATEGORY** 0%



## GRADING PRACTICES: ESSENTIAL ACADEMIC BEHAVIORS AND SOCIAL SKILLS

### Citizenship

Citizenship marks in grades K-8 will continue to use the E/S/N/U scale in the 2023-2024 school year.

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

### Grade Penalties For Behaviors

DVUSD uses grades to indicate academic performance. Behavioral skills and attitudes are an important part of a student's development. Behavioral issues will be handled through other means, such as assigning consequences, conferences, loss of privileges, or disciplinary measures. In order to accurately reflect a student's academic performance level, **deductions of scores or grades will not be applied for student misbehaviors.**

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## Extra Credit

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors. **No extra credit will be awarded.**



## Late Work/Missing Work

### Terms Defined

**Missing Work:** An assignment is considered as missing work when it is not submitted by the due date.

**Late Work:** An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted within the late work timeframe listed below.

**Classwork:** An assignment expected to be submitted within the class period. Teachers may adjust assignments from being considered classwork to the designation as homework for all students or specific students.



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**Homework:** An assignment expected to be completed fully or partially at home independently. Homework can also be a learning activity assigned as practice to be completed outside of class.

**Long Term Project Assignment:** A project/assignment due more than 1 week after the date assigned is considered a long-term project assignment. Long term project assignments cannot be submitted late, unless an arrangement has been approved by the teacher.

Learning is a journey that is often not linear. Some students learn content and skills quickly, while others may require more time or feedback to learn. In order to accurately reflect a student's academic performance level, teachers will accept late work for full credit if the specified parameters are met.

**Missing work** will be treated as such:

- The assignment will be marked with the "Missing" special code in the gradebook
- A zero ("0") will be entered as the score for the assignment in the gradebook (grades 3-12)
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted as Late Work (see terms below), the zero ("0") assignment score will be changed to reflect the student's actual score with no deductions or penalties
- If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the assignment can be changed from a zero ("0") up to a 49%, dependent upon the school's processes, by the end of the term.

In order for **Late Work** to be accepted, students must meet the following parameters:

- Assignment is not due within the class period
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
  - K-2 Grades: By the end of the marking period
  - 3-8 Grades: Within 5 school days after the end of the unit
  - 9-12 Grades: By the end of the unit

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student's assignment with the "Late" special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

*Please note: Accommodations included in a student's IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student's Service Coordinator, counselor, or the student's support team.*

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## Reassessment

### Terms Defined

**Retake:** The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.\*

**Reperformance:** The student will be reassessed on the same learning target later in the marking period as part of the instruction cycle, thus providing an additional measurement of the learning. All reperformance scores related to the learning target will be entered in the gradebook.

Retakes or reperformance of essential skills is important to support learning of critical skills and filling gaps in learning. Retakes are allowed for assessments in which scores are entered into the gradebook, for full credit, if reperformance opportunities will not be available during the marking period or in addition to reperformance opportunities during the marking period.

In order to earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- K-2nd Grades: Until the week before the end of the marking period
- 3rd-8th Grades: Within 10 school days after receiving the assessment score
- 9-12th Grades: With 5 school days of receiving the assessment score, the student must communicate with the teacher to create a reassessment plan

*\*Retakes are not allowed for district and state assessments, Test Outs and Proficiency Exams, final assessments, end of term capstone projects and performance assessments, and screening tests (such as MGM, DIBELS, Reading Inventory, etc.).*