

West Chicago Community High School

District 94 Philosophy

All students deserve equitable opportunities and experiences. An equitable education includes access to a rigorous standards-focused common curriculum and student-centered instruction. Consistent feedback, assessment, and grading policies & practices that are aligned at the division and course team level support student growth and learning.

Grading Vision

District 94 is engaging in a six year investigation and implementation of equitable grading policies, procedures, and practices.¹ (The non-negotiables as of 2022-2023 are [here](#).)

By the 2026-2027 school year, we intend to have researched the four pillars in *Grading for Impact* with the goal of implementing a version of standards/target-based grading.²

Pillar 1: Formative practice (homework, quizzes, etc.) is not counted within an academic achievement grade

Pillar 2: Allow for reassessment to occur on all summative assessments.

Pillar 3: Removing non-academic factors from academic grades

Pillar 4: Use student proficiency against specific learning targets as the basis for the academic grade.

Grading Beliefs

Grades impact not only academic promotion and graduation but also course sequencing & selection, awards, honors, and scholarships, as well as post-secondary opportunities. Grades also have significant short and long term financial implications.

Grades should communicate a student's current achievement of clearly articulated standards. Therefore, academic grades should not be reduced or inflated as a result of non-academic factors or behaviors.

Student knowledge and understanding of specific learning standards, targets, and objectives -- what they need to know and be able to do, positively impact student learning, self-efficacy, and goal setting.

Divisions and course teams will provide multiple opportunities to practice, engage in formative assessment, and receive specific and timely quality feedback before summative assessment occurs. Students are expected to meaningfully engage in learning, practice, self-reflection and assessment.

Students learn differently and at different rates, so students are encouraged to demonstrate their learning by retaking summative assessments.

¹ Based on the work of Joe Feldman's *Grading for Equity* and Garth Larson's *Grading for Inquiry*

² Note: Due to the unique nature of performance based classes in Art, Driver's Ed, Music, and Physical Development, as well as certain Special Ed classes, the disciplines do not naturally align with the grading practices we are adopting, so courses in these departments will not comprehensively adopt these policies at this time. Therefore, division heads in these content areas will collaborate with teachers/course teams to identify and implement equitable grading practices. Likewise, Dual Credit classes must follow college grading requirements.