

# Faculty Grading Guide

## Open World Learning Community (OWL)

### **Purpose:**

The purpose of this grading guide is to provide both the theoretical foundation for a Standards-Based Grading and Reporting (SBG&R) system as well as a practical “how-to” manual for setting this up for your class. The primary audience for this document is staff at OWL, however parents and students will find this guide illuminating for how they or their children are being graded in their classes at OWL.

This grading guide should be considered a living document, subject to revision and is not intended to exhaustively list all possible circumstances that could arise. That being said, deviation from this grading guide should not be taken lightly. This guide is the culmination of months of research, consultation with experts in the field, and years of practice by educators. Before deviating, practitioners should consider seeking assistance from exemplary implementers at the school.

### **Section 1 - Learning Targets**

There is a lot of nomenclature in education that gives multiple names to single ideas. The nomenclature adopted in this guide comes from the EL Educational Network (EL) and will be consistent throughout. In EL, units have guiding questions, which are large overarching questions that can be approached from a wide variety of pathways. Instruction should approach answering this question from a variety of modalities that provide scaffolding for students. EL has two named levels of scaffolding; long term learning targets (LT) and supporting learning targets (ST).

Instruction and assessment must be based off of long term and supporting learning targets at all times. A learning target of any kind is a statement written to define knowledge, reasoning, or a skill that instructors expect all students to reach. Learning targets use standards (national, state, or local) as their foundation and the topic of study as the context. Learning targets should also start with the “I can . . .” stem, involve an active verb from Bloom’s Taxonomy (verb must match assessment type, see standard-target-assessment planner for more information), and should be embedded in the context of the expedition if appropriate.

Writing learning targets is the heart of any SBG&R system, so special attention must be paid to making sure you have the right academic learning targets for your class. Generally speaking, it has been found that 3-5 long-term learning targets are optimum for a quarter-long course. If you write your semester outline and have more than 10 you have probably written LTs that are

too focused. The opposite is possibly true if you have fewer than 6; your LTs are probably too vague. If you struggle in this area, find a teacher leader you feel you can work with to help you.

Supporting targets should be of the same form as the LTs, but should detail much more specific the knowledge, skill, or reasoning expected of the students. Where a LT might take a week or two to cover, an ST might only take a day or two to cover. Typically, STs come directly from benchmarks and provide scaffolding for students as they work to reach a LT. While ST can or cannot be formally put in the gradebook, students should be able to see them in the classroom and understand how achieving the ST will help them demonstrate proficiency on the LT. This is important because student grades will be determined based on long term learning targets only.

For more information on these ideas, see the following sections of the Expeditionary Learning Core Practices book: section three (Guiding Questions), section 20, part D (Learning Targets), section 21 (more Learning Targets), section 22, part A (standard, LT, assessment alignment), and section 24 parts A and C (communicating student achievement).

### **School-wide Character Learning Targets - habits Of Work and Learning**

**(hOWLs):** There are some learning targets that **are not** part grade determination but play a critical role in student success in becoming proficient or exemplary on their learning targets; these are known as character learning targets or hOWLs. The school has chosen the following character values: Integrity, Perseverance, Collaboration, Responsibility, and Stewardship. For more information on these ideas, see the following sections of the Expeditionary Learning Core Practices book: section 20 part C (hOWLs), section 24 part B (reporting hOWLs), and sections 25 - 26 (Character).

## **Section 2 - Standards Based Grading**

Students will be assessed using a standards-based grading system built from learning targets. This means that teachers will assess a student's progress towards meeting each learning target by indicating the quality at which a student's work meets a learning target. The table below explains the levels of quality.

Table 1

<b><u>Words on Student Work</u></b>	<b><u>What the word/letter means</u></b>
<b>Exemplary</b> (Exceeds learning target)	Student work goes <b>significantly above and beyond</b> the criteria for meeting the learning target.
<b>Proficient</b> (Meets learning target)	Student work meets the learning target. It is <b>proficient</b> work that demonstrates the essential skills and knowledge of the learning target.
<b>Developing</b> (Does not meet learning target, but is making progress)	Student work demonstrates <b>consistent progress</b> toward the learning target; it <b>is close</b> to demonstrating proficiency.
<b>Novice</b> (Does not meet target)	Student work <b>does not demonstrate progress</b> toward meeting the learning target of this assessment.
<b>No Score</b> (No Evidence)	Student has shown <b>insufficient evidence</b> to gauge his/her progress toward meeting the learning target. (At the end of a grading period these must change to an N for purposes of grade determination.)

### What does it mean to “meet” or “be proficient on” a long-term learning target?

As mentioned above, teachers must break long-term learning targets into supporting targets that help scaffold students’ progress. Assessments are then linked with supporting targets to build a “body of evidence” that provides information about a student’s progress toward meeting the long-term target. In order to “meet” a long-term learning target, a student should be able to demonstrate that they can **reliably** demonstrate that target when it is assessed. Meeting a long-term learning target **reliably** does not mean meeting it perfectly. Some targets address skills and knowledge, which may only have to be demonstrated once during a course; other targets may address skills or habits, which have to be addressed multiple times during a semester to ensure mastery. A teacher considers the most recent information, which may be the most accurate depending on the particular assessments and how the supporting targets relate to the long-term target. Also, if a student has not turned in a particular assignment, a teacher may determine that there is insufficient evidence to determine progress at that time. The determination of a grade on any particular long-term learning target **at no point involves a calculation**; a teacher uses their professional judgment to look at the collected body of evidence and determines the level of assessment that is most reliably demonstrated at that time.

## Determining Course Grades

Student grades will be **determined** by a teacher’s professional judgment using the guidelines below.

Table 2

Letter	Meaning	
A	The majority of a student’s evidence is exemplary, with no long-term learning target at a developing or novice level.	50% or above Exemplary 0% Developing or Novice
A -	25% - 50% of a student’s evidence is exemplary, with no long-term learning target at a developing or novice level.	25% - 50% Exemplary 0% Developing or Novice
B+	All evidence is proficient with no long-term learning target at a developing or novice level.	100 % Proficient 0% Developing or Novice
B	The majority of a student’s evidence is proficient, with few long-term learning targets at exemplary or developing and no long-term target at novice.	50% Above Proficient 0% Novice
C+	There is a balance of evidence at the proficient and developing level and no evidence at the novice level.	50% Proficient 50% Developing 0% Novice
C	At least 50% of the evidence is proficient and no more than 33% is novice.	50% or above Proficient 33% or below Novice
D	Determined by teacher discretion.	
N	The majority of evidence is at the developing and novice level with little or no evidence at the proficient or exemplary level.	50% or above Developing or Novice
I	There is not enough evidence to determine a grade.	

There is a table of grade determinations available for classes that have between 1 and 9 long term learning targets. As mentioned before, the ideal number of LTs is between 6-10, but that number is by the end of the semester – each quarter 3-5 learning targets are standard. At progress mark points throughout the semester there will probably be fewer which is why the chart goes so low. The list is nearly exhaustive, however there are some omissions, use the chart to get a good idea if you’re not sure. Of course, you can always ask another teacher if you

have questions.

### Sample Scenario

In addition to tutorials that will be made available, here is a scenario to provide an example:

**LT1 I can use functions - Proficient**

**LT2 I can solve polynomial equations - Developing**

**LT3 I can apply mathematical models to real-world problems Proficient**

Here the student earned two Proficiency marks and one Developing mark. The table then would be used to determine what a student's letter grade would be in this math class. In this case the section of the table:

B	The majority of a student's evidence is proficient, with few long term learning targets at exemplary or developing and no long term target at novice.	50% or above Proficient 0% Novice
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This states that a letter grade of a "B" would have been earned by the student.

It should be noted that under each LT or ST there would be formative and summative assessment data. This will be covered in great detail below.

Finally, it should be noted that determined grades are dynamic as students may show a strong understanding on an LT later (as measured by new assessment data), which would then require a modification of a previously assigned grade. Grades may fluctuate throughout a marking period as well as over multiple marking periods. Changing grades after a marking period is over must follow the procedure laid out by administration (see grade change process). This does not mean that as a teacher you will be revisiting all previously assessed targets throughout the year, but if the student takes the initiative to show mastery of a previous topic within the defined time period, that mastery **must** be accepted into the gradebook **and** the grade changed (if warranted).

\*\* As of 2017, we are not reporting character learning targets (habits of work and learning) due to the inability to do so through Schoology. Students are self-assessing this for the student led conference portfolio.

## Section 3 - Reporting

The power of SBG&R is not with using the LTs to determine a single grade. It is a byproduct of OWL's response to legacy systems such as: communicating with audiences less familiar with SBG&R outside of our school, it allows us to create a class rank for colleges, and GPAs for colleges and scholarships. **Focusing on the single letter grade is a detriment to learning** and we want reporting to mean much more - so, focus on the LT.

The SBG&R system that OWL has in place should create reports that are richer than a single

grade; although, it is noted that our single grade is more clearly defined than many other institutions. **Learning target scores will be regularly updated in Schoology as students submit work. Schoology will not show letter grades. Letter grades will be imputed into Campus 3 times per quarter. Students may use the grading matrix (Table 4, below) to determine their letter grade based on learning target scores at any time.**

## **2024-2025 Progress and Final Grades Dates**

**\*\*Grades are posted by 8:00 p.m. on the dates below.**

### **Q1**

Mid-quarter - 10/9

D and N Reporting - 10/11

Second mid-quarter - 10/21

Course grade - 11/13

### **Q2**

Mid-quarter - 12/10

D and N Reporting - 12/12

Second mid-quarter - 1/10

Course grade - 1/29

### **Q3**

Mid-quarter - 2/26

D and N Reporting - 2/28

Second mid-quarter - 3/14

Course grade- 4/9

### **Q4**

Mid-quarter - 5/7

D and N Reporting - 5/9

12th Grade final - 5/29

6-11 Course grade - 6/11

## **Section 4 - School-wide Curriculum with Rubrics**

Just as students should know what is expected of them with regard to behavior, students should know what is expected with regard to meeting and exceeding learning targets. The best way to do this is by pre-planning LTs and providing a rubric outlining what the students need to do.

**Learning targets should be included in the class syllabi and rubrics, with clear guidelines on how to achieve Exemplary understanding of a learning target, should be communicated to students at the beginning of projects.** Not all learning targets need to have teacher-provided Exemplary options, but enough teacher-provided Exemplary options

need to exist for a student to earn an A doing only teacher-provided options. See “How do I Earn an “E” in the appendices at the end of this guide.

## Section 5 - Assessment

It is widely accepted that there are two main types of assessment. The first of these is formative assessment (FA) often called Assessments FOR Learning (AFL). The second of them is summative assessment (SA) often called Assessment OF Learning. Both are important for SBG&R but grades should be determined from summative assessments **only**. Aside from assessing character traits separately from academic traits, determining grades from only summative assessments (and only quality ones at that) is the biggest change in SBG&R systems and so they need to be understood.

### Formative Assessments (FA or AFL):

Formative assessments are among the most important types of assessments that can be employed in a classroom; don't take our word for it, look at the research. Because AFL is so important it is worth talking about in depth. First we will talk about the types of formative assessments then we'll analyze how to do each of them well.

### Diagnostic Assessments:

Diagnostic Assessments are assessments that inform before the course of instruction has occurred. The most common form of diagnostic assessment is a pre-test. Pre-tests are used to determine which parts of instruction should be omitted or strengthened. As diagnostic assessments will ask questions that the students will not know how to solve, it is inappropriate for them to be part of the grade determination.

### Formal Formative Assessments:

The most commonly thought of type of FA is the formal FA. Types of formal FA include homework and other assignments given for students to improve their ability toward showing proficiency on an LT. The primary purpose of formal FA is to create opportunity for feedback on the student's progress. In the absence of feedback, the power of this type of FA is decreased because practice does not make perfect if the practice is not perfect. Feedback can be from a teacher, a peer, or from a text based source (such as the teacher's edition). A single score is typically considered bad feedback; research shows that **qualitative feedback is substantially better than quantitative feedback**.

Because AFL is a pivotal part of the learning process feedback given on FA should not be considered a part of grade determination. This is a break from traditional grading systems because that means that **homework must not be part of determining a grade**. This is one of the most difficult things for teachers to give up. It is assumed that students will stop doing homework if it is not part of the grade; that is simply not true. Systems need to be put in place to assure formal FA are followed through on as necessary for individual students. In some content

areas we have a system where students can take the test without the formal FA being done, but if the students do not demonstrate proficiency on a summative assessment then they must complete the appropriate formal FAs before they can retake the parts of the tests they didn't pass (more on this shortly). Other content areas can develop their own systems, but it is important that departments come up with policies that are consistently expressed and enforced. Finally, it is appropriate to keep a record of formal FA in the gradebook as long as they are not used for grade determination.

**Informal Formative Assessments:**

While AFL is often thought of as formal FA, informal methods are as, or more, important and should be occurring much more often. Students may get only one homework assignment in a given class but may experience half a dozen informal FA in the same period. Examples of informal FA are: walking around checking on student work, cold calling students to answer questions, Do Nows, Exit Slips, etc. These are important feedback opportunities and they do not need to be recorded in the gradebook.

**Levels of Formative Assessment Implementation:**

There are varying degrees of FA implementation as represented by this rubric below:

**Table 3**

Level of Implementation	Description
Novice Implementation	<ul style="list-style-type: none"> <li>- Uneven implementation of AFL with little to no qualitative feedback.</li> <li>- Time between assessment and feedback is too long to be useful.</li> <li>- Feedback is not focused (several aspects of quality at a time).</li> <li>- Only the teacher is learning from the FA, but change of instruction is inconsistent.</li> </ul>
Developing Implementation	<ul style="list-style-type: none"> <li>- Consistent implementation with some qualitative feedback.</li> <li>- Feedback is timely enough to be useful for learning.</li> <li>- Feedback is focused but includes more than one aspect of quality.</li> <li>- Students sometimes learn from their FA in addition to the teacher, and there is change in instruction as a result of the AFL.</li> </ul>
Proficient Implementation	<ul style="list-style-type: none"> <li>- Consistent implementation with timely qualitative feedback.</li> <li>- Feedback is focused on one aspect of quality at a time.</li> <li>- Students learn as much about their learning as the teachers do and students are changing their approaches to learning as teachers are changing their approaches to instruction.</li> </ul>

Exemplary Implementation	<ul style="list-style-type: none"> <li>- Consistent implementation with timely qualitative feedback.</li> <li>- Feedback is focused on one aspect of quality at a time. - Students learn as much about their learning as the teachers do and students are changing their approaches to learning as teachers are changing their approaches to instruction.</li> <li>- Common FA are used in conjunction with PLCs to modify instructional practices department-wide.</li> </ul>
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### **Summative Assessments (SA):**

Summative assessments, or assessments OF learning, are assessments that are given at the end of a unit of study to measure students' proficiency against learning targets (either ST or LT). As mentioned above, summative assessments must be quality assessments. Here are some criteria for quality assessments: done individually (not in groups), match the LTs in content and level of rigor, graded by LT or ST, and include multiple types of questions (multiple choice, short response, essay, etc.).

Proficiency, and therefore grades, is to be determined using quality SAs only. If a SA is given where it is discovered that there is a disconnect between what was taught and what was assessed, then the SA can be thrown out. If a test is quality, then results must be reported out for each LT that was assessed on the SA; reporting a single score is unacceptable. Quantitative feedback is appropriate for SA, but qualitative feedback is okay as well given students who do not meet standard should revise and retake the assessment as the student works toward proficiency. The revision process is different depending on the type of assessment

## **Section 6 - Resources and Appendices**

### **Resources:**

Expeditionary Learning Core Practices

<http://elschools.org/our-approach/what-we-do> [Matt Townsley's Exhaustive List of Research](#)

*Leaders of Their Own Learning*



# How do I earn an E?

Each quarter at least half of the learning targets will have a teacher-directed way students can earn an E. Oftentimes this will be expressed as part of a rubric with criteria that clearly extends the demonstration of proficient understanding.

## Generic Rubric for LTs

Table 5

	<b>Skill Learning Target</b>	<b>Knowledge Learning Target</b>	<b>Reasoning Learning Target</b>
<b>Exemplary</b>	I can consistently perform the desired skill in contexts outside of those presented in class or am able to extend the skill to a higher level. I can prove this by completing E work, using the Wheel of Exemplitude as necessary. I can self-correct errors that I identify.	I can explain the concepts covered in the class thoroughly and took the knowledge further. I can expand on the concept covered in class because I completed E work or used the Wheel of Exemplitude to study the ideas more deeply,	I can consistently analyze situations if they have similarities to those in class. I can compare and contrast new situations with those we have previously covered and draw conclusions based on that analysis. I can evaluate the conclusions of others and can assist them in strengthening their analysis. I can find new ways outside of the classroom where this reasoning skill is relevant, and understand this may involve the completion of E work or using the Wheel of Exemplitude.
<b>Proficient</b>	I can demonstrate the desired skill consistently without error or only minor errors that I know how to correct when they are pointed out to me.	I can explain the required ideas consistently to the depth that was covered in the class.	I can consistently analyze situations given to me as modeled in class. I can reliably draw the correct conclusions and I can evaluate the conclusions of others.

<b>Developing</b>	I can display the skill when reminded or after modeling, but not in reliable fashion when asked to do so independently. I can identify when errors may be present but I have trouble fixing those errors without further assistance.	I can explain the required ideas covered in the class, but not to the depth that we covered in class. I can provide some depth when follow-up questions are asked.	I can analyze situations given to me if they are similar to those we have covered in class but have difficulty analyzing different situations. I can usually draw the correct conclusions but have trouble evaluating the conclusions of others.
<b>Novice</b>	I can only demonstrate the skill with assistance. I can only identify or fix errors with assistance.	I can only provide simple explanations of the ideas covered in class and cannot provide depth when asked further on the topic.	I can only analyze situations identical to those covered in class, and with help. I can draw conclusions, but have trouble doing so independently.

## EL Education High-Quality (Exemplary) Work Rubric Template

	Exemplary	Proficient	Developing	Novice
Complexity				
Authenticity		All work is original. Sources for information are cited in a bibliography.		
Craftsmanship				

## Standards Based Grading and Reporting Student and Parent 1 page Summary

The purpose of Standards Based Grading (SBG) is to provide grades that are meaningful, consistent and an accurate report of student achievement. Grades at OWL are based on a student's level of proficiency on Learning Targets (LT). In most cases, students have 3-5 Learning Targets a quarter (9 weeks).

Learning Targets are developed by OWL staff to align with state and local standards, as well as the individual needs of our students, to support our school's EL Education model. SBG uses two different types of assignments to measure student growth and assess how well a student performs on a specific learning target:

	Formative Assessment	Summative Assessment
Examples	Lessons, Class work, Homework, Conferences, Quizzes	Tests, projects, papers, speeches, science notebooks, graded discussions, and other performances
Purpose	Happens during learning to provide communication and feedback. Larger Projects may be broken down into smaller targets to show progress towards completion of a summative assessment.	Happens at the end of learning to assess student achievement of a particular learning target. Students have the option to revise and/or retake a summative assessment based on feedback they have received and/or additional instructor requirements.
Grading	Systems may vary by teacher or subject matter. Common grades are scales of 4-1, and/or a simple "Turned in" to indicate that a student completed and submitted the work. Not all assignments are recorded, and grades that are entered do not factor into a final grade.	Students are scored either exemplary, proficient, developing, or novice (E, P, D, or N) on a summative assessment. These scores are determined by project rubrics and/or specific percentage targets on tests.  These are the only scores used to determine a student's final grade. Teachers will use OWL's grading matrix to convert learning target scores into a letter grade (for transcript purposes).

## Grading Policies

**Determination of Grade:** Grades are based on summative work as outlined in the Grading Guide. Typically there are 3-5 Learning Targets per quarter that determine a student's grade (6-10 per semester). Students can work towards receiving an A in a class by creating exemplary work (e-work) through careful revision, advanced display of a learning target on a test, or alternate assignments designed to encourage a student to think and perform beyond proficiency on a learning target. Staff frequently use rubrics and embed the e-work into the rubric.

**Turning assignments in on time:** Submitting formative work by the assigned due date is a critical part of standards based grading and allows for teachers to provide timely, meaningful feedback. **Work that is more than 5 school days late will not be accepted unless previously arranged with a teacher.** Not turning in formative assignments will affect the student's ability to reassess on a learning target if they are not proficient (see below on retaking an assessment). If an assignment is turned in late, the student should not expect the assignment to be graded immediately; the student will have to wait for feedback according to when the teacher is able to evaluate the work.

### **Retaking an Assessment:**

- Teachers have the right to not allow students to retake or revise a summative assessment for that learning target if the student has not completed the formative work leading up to the assessment (daily assignments for content or skill mastery).
- Students who are not yet proficient on a learning target may only revise or retake an assessment if they show evidence of growth after the initial assessment (i.e. a math retest may require five assignments completed to 80% proficient).
- Reassessment of a LT (such as a test or paper/project) should be done within 5 days of receiving the assessment feedback. While this will be the judgment of the individual teacher, it is best practice so that multiple learning targets don't need revision at the end of the quarter in order to improve a student's grade.

**Final grading:** Students must complete all work before the final day of a grading period as defined by each classroom teacher, but no later than the final day of a quarter.

### **Learning Target Improvement Process after a quarter is over:**

After the quarter, if a student wants to improve upon their grade, they must submit the Learning Target improvement form to the teacher for approval. In order to receive approval, the student will have demonstrated proficient HOWLS, including turning in homework on time, meeting the reassessment criteria, and have no more than 1-2 Learning Targets that are not proficient. Based on the judgment and approval of the teacher a student will be provided a defined amount of time to improve upon the learning target (standard practice is 2 weeks after a quarter is over). Upon demonstrating improvement on a learning target, a teacher will make a copy of the form and submit it to the guidance counselor with the new grade calculation. The guidance counselor and teacher will maintain a record of the grade change in their files. (It is understood that students will work with the teacher at the appropriate time as determined by the teacher).

**Loss of Credit from earlier quarter:** Students who have a missing credit from a previous quarter must make an appointment with the counselor to determine a plan for making up the credit. Options include: summer school and Evening High School. In order to graduate on time, students must have met the

core and elective credit requirements so it is critical to plan accordingly if a credit has been lost.

**Responsibility of student when missing school for excused reasons:** Students who miss school for excused reasons such as illness or suspension/dismissal are responsible for meeting with their teachers to develop a plan for making up missed work, quizzes, and summative assessments. Students with unexcused absences must meet with their teacher immediately upon their return to develop this plan.

**Responsibility of student when missing school for unexcused reasons:** Students who miss school for vacation or other unexcused reasons are responsible for making up the work that needs to be done during their time away from the classroom. Teachers may not be able to provide work in advance.

**Academic Contract:** Students who consistently miss assignment deadlines are required to complete an academic plan and contract with a teacher, crew leader, and administrator. This contract must be signed by a parent/guardian. Failure to follow this contract will result in having to attend one of the monthly academic sessions that will occur after school or possibly on a Saturday morning. Students will be required to provide their own transportation to this and meet in the OWL cafeteria.

### **Academic Integrity**

Academic integrity means that a student is doing and submitting original individual work. Work submitted for credit should be the work of that student and only that student. If collaboration is allowed on a specific assignment, that will be outlined by the instructor. The writing in the assignment should be the student's own writing, and the thinking should reflect their own ideas. AI should not be used to generate any student work unless directed by the instructor.

Any use of Chat GPT, Grammarly, and other AI assist technology that alters student writing voice will be considered a breach of academic integrity and will be documented on the student's record as cheating/plagiarism (spelling and grammar tools built into Google docs are an exception). Similarly, a student should not submit work that includes ideas or concepts gleaned from an outside source and then claim those ideas or concepts as their own. If a student submits work that includes an idea or concept they learned from an outside source, they should cite that source as part of their submission.

- 1<sup>st</sup> Offense: (not class specific): student will have a conference with an administrator concerning the infraction. Student will be able to redo/retake as a learning experience. Infraction will be documented in Campus. Parent will be contacted and notified.
- 2<sup>nd</sup> Offense: (not class specific): student will have a conference with an administrator concerning 2<sup>nd</sup> infraction. Student will not be able to redo/retake assessment and receive no credit for assignments involved. Infraction will be documented in Campus. Parent will be contacted and informed of the incident and potential impact on grade.
- 3<sup>rd</sup> Offense: (not class specific): student will have a conference with an administrator concerning 3<sup>rd</sup> infraction. Student will not be able to redo/retake assessment and receive no credit for assignment involved. Student will be dismissed for up to 1 day as per SPPS [Rights and Responsibilities Handbook](#). Upon readmission with a parent/guardian, students will develop an academic integrity plan/contract to be followed.

\*Offenses carry from year to year, and do not restart at the start of a new school year.

### **Request to Change a Final Grade**

- **All work is due at 3pm the final day of the quarter.** No work will be accepted after the final day of Quarter 4.
- If a high school student wishes to receive credit for a course they did **not** pass prior to the end of quarter 1, 2, or 3, then a **Grade Change Form** must be submitted to the teacher for approval. In order to receive approval, the student must show evidence of achieving proficiency on required **learning targets** no later than two weeks following the posting of Final grades. Grade changes are not available for quarter 4 or for middle school students.
- Students are only able to move grades from Not Passing (N) to C. A or B grades can not be earned after the end of a quarter.
- Students who have a missing credit from a previous quarter must make an appointment with the counselor to determine a plan for making up the credit. In order to graduate on time, students must have met the core and elective credit requirements (minimum credits, 110). Options include: summer school and Evening High School.
- Steps for requesting a change to final grades:
  - 1.) Fill out the grade change form. Obtain a hard copy from the counseling office. The completed form is given to the counselor (Jolene) upon completion of the work and grade update.
  - 2.) The form gets approved or denied by the Teacher & Crew Leader.
  - 3.) The student submits the work.
  - 4.) The teacher grades/approves the work.
  - 5.) The teacher fills out the form on campus, and emails the counselor (Jolene) and Assistant Principal (Ms. Ma'lene). This should occur within one week of student work completion.

### **Graduation and OWL Diploma vs. SPPS Diploma:**

In addition to meeting SPPS Graduation requirements, OWL Diploma and Participation in OWL graduation ceremony, includes meeting the additional requirements listed below.

- Completion of 300 service hours, including 150 school service hours and 150 community service hours. Students may earn service hours in grades 6 through 12.
- Completion of Approved Senior Project.
- Completion of Approved Senior Portfolio.
- Completion of Senior Meeting.

Students not completing the above OWL Diploma requirements will receive an SPPS Diploma. They may participate in a Summer SPPS graduation ceremony.



# Form for Grade Changes (page 1 of 2)

**Student Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Teacher Assigned to the Course:** \_\_\_\_\_

**Quarter:** \_\_\_\_\_

**Learning Target #1 to Improve:** \_\_\_\_\_

\_\_\_\_\_

**Learning Target #2 to Improve:** \_\_\_\_\_

\_\_\_\_\_

**Student Narrative: Why are they requesting an opportunity to improve 1-2 learning targets?**

# Form for Grade Changes (page 2 of 2)

**Teacher Notes and Instructions:** \_\_\_\_\_

**Date to have work and assessment completed:** \_\_\_\_\_

**Date of Assessment:** \_\_\_\_\_

**Results:**

**Learning Target #1 improved from:** \_\_\_\_\_ to \_\_\_\_\_ .

**Learning Target #2 improved from:** \_\_\_\_\_ to \_\_\_\_\_ .

**Updated Quarter Grade:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Crew Leader Signature:** \_\_\_\_\_

**Administrative Signature:** \_\_\_\_\_

(needed if teacher is different from teacher assigned to the course)

**Counselor Signature:** \_\_\_\_\_

\* Original grade report and final grade report must be attached to this document along with a copy of the assessment or work completed to improve the learning target.

\*\* Assigned teacher and counselor must maintain a file of the form.