
GRADING AND REPORTING: 2420P

Grades will communicate the current and accurate level of scholar achievement. The primary purpose of grades is to communicate a summary of scholar achievement at a particular point in time. Grades on report cards will reflect the level of scholar achievement at a point in time on the standards that have been assessed to date. The following grading practices will be implemented in each course.

Course grades will only be determined by scores tied directly to District adopted Priority Standards in the form of assessments which could include, but are not limited to, the following: teacher observations, assessments, unit quizzes, tests, research reports, major projects, published writing pieces, and long-term projects. Scholars will be able to practice without penalty, therefore, the course grade will not include scores from practice work.

- Course grades will be earned from individually completed assessments. Group grades will not be included in the grade.
- Skills and behaviors that promote learning such as collaboration, ownership of learning, and self-management, will be reported separately and may not be included in determining the achievement grade.
- Extra credit will not be included in course grades.

Scholars will have multiple opportunities to achieve mastery of a Priority Standard. This includes retaking portions of tests. Scholars may retake all or a portion of an assessment up to 2 times. Retakes are not accepted in the week before the end of the semester. Retake procedures will include practice and/or relearning on the part of the scholar before a retake may be attempted. Retake scores will only replace the original score with a higher score and not averaging both attempts.

- A grade of “IE” (Insufficient Evidence) and an explanatory comment will be assigned for missing scores. Scholars are expected to complete all assessments in the original or alternate form, and they will be provided opportunities to do so. A mark of “IE” will calculate as 0.5. The “IE” will remain until the assessment or assignment is made up or there are additional pieces of evidence. *Additional pieces of evidence could be completing the initial assignment, retaking an assessment, work in a new unit, or an alternative demonstration of mastery.*
- When either scholars have been excused from the learning experience or teaching of the standards has not occurred at this time, the report card will not have a final reporting standard score.
- Homework is an essential component of the teaching and learning process. Homework—although a useful tool for learning – should not have an impact on a scholar’s academic grade within a standards-based grading and reporting system. Scholars are expected to complete all assigned work and receive timely feedback from staff. Homework is for practice, for preparation, or for integrating learning and is not calculated into a scholar’s achievement grade. Completing or beginning an assignment outside of the school day such as an essay, a project, or a report may be used as evidence of mastery of a specific Priority

GRADING AND REPORTING: 2420P

Standard(s). The teacher may choose to have this evidence calculate into a scholar's achievement grade.

- Scholars on achievement contracts for credit bearing courses will work with school officials to complete the contract.
- The District will have common course codes which will be linked to Priority Standards.
- All credit bearing classes will use a common grading scale.
- All secondary courses will use a common grading scale.
- Teachers will use Priority Standard rubrics to determine mastery on the Priority Standard.
- The Superintendent or designee will determine the number of marking periods.
- For purposes of parent and scholar communication, research and best practice suggests that timely, consistent, and regular feedback can improve scholar achievement. ("Seven Keys to Effective Feedback." *Grant Wiggins*, 2012). The regular updating and use of the electronic gradebook support this goal.
- Teachers are responsible for inputting grades into the gradebook and completing a report card once a scholar has been enrolled in an FWPS school for at least 15 school days.
- If a course is dropped 20 days after the semester has started, an "F" is received. Situations can be reviewed on a case by case basis in specific circumstances after the 20-day mark. Prior to 20 days, if a scholar leaves the district it will be marked as a "W" (withdrawal). If a scholar remains in the district, it is considered a schedule change.
- The Superintendent or designee will establish assessment criteria that scholars will be able to use to challenge courses. These courses will receive pass/fail grades only.
- If a scholar earns a final grade of "F", and the course is a graduation requirement, the "F" must be "recovered". Scholars can recover an "F" by engaging in credit recovery (the scholar only redoes the Priority Standards that were not mastered) or retaking the entire course.
- If a scholar repeats a credit bearing course, the higher earned course grade will be calculated into the GPA. While all courses taken will show on the scholar's transcript, only the highest earned course grade will calculate. If a scholar engages in credit recovery, the highest grade possible to be earned is a "C".

Identification of Priority and Reporting Standards

Priority Standards – The district team composed of certificated staff will collaboratively determine the number of priority (power) standards for each course.

GRADING AND REPORTING: 2420P

Reporting Standards – A district team composed of certificated staff and Teaching for Learning staff will collaboratively determine the Reporting Standards for each course and align the Priority Standards with the Reporting Standards. Reporting standards only calculate in courses in grades K-5.

Reporting Standards

Reporting Standards:

Reporting standards are broad groups of connected priority standards that communicate the knowledge and skills that scholars are expected to master. Reporting standards show a pattern of performance across a group of priority standards and indicate a scholar's strengths and areas that need support. Families use reporting standards to understand what their scholar is learning and identify areas for growth.

Priority Standards:

Standards describe what scholars should know and be able to do in a particular grade or course. They change from grade to grade. Priority standards are the essential state standards that ensure career and college readiness. Teachers use priority standards to develop curriculum, plan instruction, and gather evidence of learning through different kinds of assessments.

Evidence of Learning:

Evidence of learning shows what scholars have learned and are able to do relative to a standard. Scholars show evidence of learning in many forms, such as assessments, projects, classroom discussions, and more.

Definitions

Scores/Marks: The number (or letter) given to any scholar assessment or performance.

Elementary Grade: Elementary scholars will be issued a numerical score of 1, 2, 3, or 4 on each Priority (Power) Standard and Reporting Standard. No overall subject area grade will be issued.

Secondary Grade: The letter (A, B, C, or F) reported at the end of a period of time as a summary statement of scholar performance.

Priority Standard: Standards that have knowledge, skills, and dispositions that have endurance, leverage, and are essential for preparing scholars for readiness at the next level. These are the most essential learnings or outcomes.

Reporting Standard: Reporting standards are broad groups of connected priority (power) standards that communicate the knowledge and skills that scholars are expected to master.

Formative Assessment: Formative assessment is assessment for learning. It is the gathering of information during the learning process. It involves constructive, descriptive, and specific feedback to scholars aimed at improving learning.

Summative Assessment: Summative assessment is assessment of learning. It is assessment designed to allow scholars to demonstrate achievement toward the expectations of a course. It forms the primary basis for reporting achievement on a report card.