Bellevue Public Schools Grading Protocol

Last Revised 2025

Objective

The objective of the district-wide grading protocol is to ensure that students' grades are based upon a set of guidelines. These grading expectations were created by utilizing the latest educational research as well as the practical experience of the committee members.

Explanation

The Bellevue Public Schools Grading Protocol was originally created by 42 teachers representing all twenty schools in the district. The committee had representatives from a wide array of academic disciplines, grade levels, and the special services department. The Grading Protocol is subject to change based on the latest research and discoveries made during the implementation process.

Purpose of Grades

The Bellevue Public School District believes that the primary purpose of grading is to measure and communicate student achievement. Therefore, guidelines have been established to ensure that the factors influencing a student's grade accurately reflect student achievement of academic standards.

Guiding Principles for Effective Grading

For grades and grading practices to be effective, they should be

- accurate
- consistent
- meaningful
- supportive of learning

General Grading Practice

Students with IEP/504 Plans/Homebound Plans

Grading guidelines in an Individual Education Plan, 504 Plan, or Homebound Plan supersede those in this document. The grading protocol may be modified to meet individual student needs. The modifications will be written into a student's IEP using the provided guidelines to ensure that the integrity of the grading protocol is maintained. Teachers will confer with the Special Education instructors, the counseling department, their principal, or district personnel for more specific guidance, as needed.

English Learners

Teachers will confer with the building's EL instructor to ensure EL students are graded fairly and accurately.

Transfer Students

Grades earned at a previous school should be evaluated alongside grades earned at the receiving school. On a case-by-case basis, teachers can consult with the counseling department concerning specifics from the previous school.

Performance/Participation

If performance is the actual standard being taught, it is appropriate to include it in the student's final grade because it is mastery that we are seeking. Items such as effort, attendance, participation, and citizenship should not be included in a grade unless otherwise stated in the standard.

Group Grades

A grade reflects what a student can do as an individual; therefore, group work will be graded on an individual basis unless otherwise stated in the standard.

Extra Credit

Extra credit is curriculum-based work offered to all students in order to earn additional credit or provide a learning opportunity beyond the core curriculum that is offered at a teacher's discretion. However, any extra credit work will have a minimal effect on a student's grade. Extra credit cannot replace required assignments nor be offered merely to adjust a grade. Departments/grade levels will align extra credit practices to ensure consistency from classroom to classroom.

Student Late Work

Students are expected to complete all assignments. When a student does not complete an assignment, opportunities for learning are diminished. Teachers will use school procedures to ensure that students will be required to complete the work. Therefore, each building will establish a systematic framework of interventions to support teachers working with students in order to ensure that all required work is completed.

Grading Practices by School Level

Elementary

Summative & Formative Assessments

Summative assessments account for 70% of a student's grade.
Formative assessments account for 30% of a student's grade.

Homework

The teacher has discretion as to assigning and recording grades for homework. Feedback should always be given to the student when homework is assigned. When recorded as a grade, homework should be considered as formative work.

Re-teaching & Re-assessing

Students will have a re-do/re-assess opportunity with required re-teaching and learning if their initial performance is below desired level of proficiency (as determined by teacher, student and/or parent). The teacher has discretion about re-teaching and learning requirements, assessment methodology & the number of additional re-assessment opportunities.

Reporting Student Work Habits

Because Successful Learner Behaviors are so important to student performance, they will be reported separately from academic learning. Work habits are reported for each content area for each student. Learning skills are reported with an overall mark for each student.

Grading Scales & Zeroes

Use of a zero on a 100-point scale creates a severe mathematical penalty because the numerical interval between a D and an F is disproportionately large (ex. 0 – 59 = F; 60 – 69 = D). At the elementary level, students will receive a minimum score of 50% – rather than a zero – for all types of student work that is completed, but not of passing quality, and also for work that is not completed. Students are encouraged to complete work through a variety of school-wide and classroom interventions. If interventions are unsuccessful, the student may receive a zero in the grade book for a given assignment. All efforts will be made to avoid giving a student a zero on summative work.

The following Elementary 5-Point Scale will be implemented for all areas of elementary grading.

4 - Advanced
3 - Proficient
2 - Progressing
1 - Beginning
0 - Insufficient or No Evidence

Secondary

For classes that are a full semester in duration, the final grade will include scores for the whole semester, not an average of the quarters. Classes that are only one quarter in duration will use scores from the entire quarter.

Summative Assessment

Summative assessment is a culminating judgment/decision using assessment information based on established standards. A summative assessment is typically used to arrive at a conclusion of what a student knows and can do with knowledge or a skill.

A summative assessment may take the form of a

- project
- research paper
- chapter or unit test
- essential objective assessment
- performance-based assessment

A summative assessment should be

- administered at the end of the learning unit
- administered after opportunities to learn the content/skills have occurred
- administered after students have been exposed to the feedback from formative assessments during the instructional process
- designed to provide students with an opportunity to be reassessed (after new learning) if they were not proficient on their first attempt
- designed with clear and descriptive levels of mastery

Students failing a summative assessment:

- should be given the opportunity to re-learn the material and then be tested again over that material.
- should earn a minimum of 70% or better on the retest. (Specific percentage should be determined by the department and consistent with all department members.)

Notes on Retesting

- Students should receive additional instruction or support over weak areas prior to retesting (GPS, study hall, before/after school, etc.).
- Re-teaching should be specific for each student's needs.
- The retest does not need to be the exact same test or even the same format.

Summative assessments account for 70% of a student's grade.

<u>Formative Assessment</u>

Formative assessment is ongoing assessment that provides information to guide instruction. Formative assessments can either be formal or informal.

Formal: A written document or performance assessment (text, quiz, paper, project) that can be used for a learning opportunity or for scoring (typically can be reassessed for additional learning opportunities).

Informal: Casual assessment that naturally occurs as part of the teaching and learning process (class discussion, peer/self evaluations, inventories, observations).

A formative assessment

- provides students with timely feedback
- provides information to teachers in order to differentiate instruction
- provides information about students' strengths and weaknesses
- provides curricular information as students move toward the mastery of learning targets (essential objectives)

Students failing a formative assessment:

- should use the formative assessment results to identify the weak area or areas for the student.
- should have the opportunity to relearn in those areas and then be allowed to attempt another formative assessment focusing on weak areas.
- should be allowed to continue assessment opportunities until he/she demonstrates mastery.
- should receive a final formative grade reflecting the level the student has mastered, up to 100%.

Formative assessments account for 30% of a student's grade.

Homework

Homework is work completed outside of instruction time. If homework is graded, it should be a formative grade.

The purpose of homework is to

- prepare students for upcoming instruction
- provide practice and repetition of essential skills previously taught
- give students opportunities to apply or extend (enrich) learning
- promote study skills, responsibility and accountability
- promote the development of independent learning skills
- allow students opportunities to self-evaluate their progress

The teachers' responsibility regarding homework is to

- ensure that it is meaningful and tied to the learning objectives
- provide timely feedback
- assign the appropriate amount based on age/grade/learning ability
- provide necessary resources and support for each student to complete the task
- communicate with parents regarding expectations
- monitor and hold students accountable for assignments through interventions

The students' responsibility regarding homework is to

- put forth their best effort
- seek help from the teacher or other available school resources when needed
- complete and turn in all assignments on time
- use feedback from the homework for self-evaluation

Zeroes

Use of a zero on a 100-point scale creates a severe mathematical penalty because the numerical interval between a D and F is disproportionately large (ex. 0 – 59 = F; 60 – 69 = D). The use of zeroes will occur only when specified interventions to encourage students to complete and turn in work have been unsuccessful.

Formative assessments can account for no more than 30% of a student's grade. It is the teacher's responsibility to contact parents of any student who is in danger of failing a course two to three weeks prior to the end of the semester. PowerSchool is not an acceptable form of contact.