

ACADEMICS



Assessment and Grading Practices

All students deserve to learn. WeGo students have the opportunity to grow in a variety of ways—including the assessment process.

Assessment can serve as an important tool to empower students to identify the content and skills they have mastered and more importantly, the content and skills they still need to learn. Teacher feedback and student self-reflection can refocus a student's learning goals.

Students enrolled in the same course are taught the same skills and content and are graded using the same common assessments, rubrics, and grading practices. Likewise, they follow the same expectations to earn the opportunity for a retake on a summative assessment.

Please read and review the assessment and grading practices that are listed on the next page with your student. There is one addition for 2026-2027 school year: The maximum score that a student may earn on a retake is 90%. (The English Division uses letter grades, so students earn a 95% for an A, an 85% for a B, a 75% for a C, and a 65% for a D.)

Please review these key points with your student:

- Two grading categories are used: "Practice" and "Assessment."
- *The purpose* of an assignment determines if it is included in the Practice or Assessment category.
- Assessments are weighted 80% in the gradebook. Practice, such as homework, quizzes, etc. is weighted 20%.
- Although the Practice category has less weight than the Assessment category, students learn by practicing and demonstrate what they have learned through assessment. Stress that Practice is necessary for students to grow.

Somos WeGo,

A handwritten signature in black ink that reads "Mary Howard".

Executive Director of Professional Learning & Pathways
(630) 876-6205
mhoward@d94.org

Grading Categories: Practice vs Assessment

1. Graded assignments are entered in the “Practice” or “Assessment” category in PowerSchool.

2. The **purpose** of an assignment determines whether it is Practice or an Assessment.

3. Assignments that determine what a student **currently** knows and is able to do **during a unit** are entered in the Practice category to communicate to the student, teacher, and parent or guardian what the student **still needs** to learn and be able to do **by the end of the unit or lesson sequence**.

4. The Practice category, which is weighted 20% of the semester grade, may consist of classwork, homework, learning checks, various reading, writing, speaking, and/or vocabulary assignments, etc. These assignments are given while students are *still in the process of learning* content and/or a skill.

5. Assignments that determine what a student *ultimately* knows and is able to do **at the end of a unit or learning sequence** are Assessments of learning.

6. The Assessment category, which is weighted 80% of the semester grade, may consist of tests, essays, speeches, projects, presentations, labs, etc. that measure what students know—*after the teaching and learning* of particular content and/or skills—at the end of a unit or lesson sequence, after a retake, on the final exam, etc.

7. Final exams are included in the Assessment category and may have a maximum value of 20% of the Assessment category each semester.

8. Students may earn the opportunity to retake a summative assessment. (See below.)

Requirements and Procedures for Retakes

1. An end-of-unit or end-of-sequence assessment is given in a class/course.
 - a. The student takes the assessment and **may not** submit a blank assessment or fail to submit the assessment.
 - b. The student must participate meaningfully in the assessment.
 - c. If necessary, the teacher, Division Head, Director, and/or Executive Director of Professional Learning & Pathways will determine whether the student made a viable attempt to demonstrate their learning and is eligible for the retake process.
2. The teacher returns the summative assessment to the class with feedback and grades. Then, a two-week retake period begins.
3. Students who obtain a grade lower than "A" may request a retake and complete this process to earn the opportunity for a retake.
 - a. The student informs the teacher that the student would like to retake the assessment.
 - b. The student requests/accesses the mandatory retake practice and schedules a retake date and time with the teacher.
 - c. The student completes and submits the retake practice by the agreed upon date.
 - d. The student completes the retake by the end of the retake window.
4. **The highest grade a student may earn on a retake is 90% (or an “A” in an English class since the department uses letter grades).**
5. The teacher enters the higher of the two grades—the original assessment or the retake—in PowerSchool, and the lower grade is labeled and entered as a “Comment.”

Exceptions and Grading Accommodations

Due to the unique nature of performance-based classes in Art, CTE, Driver's Education, Music, and Physical Development, alternate grading practices may be approved by the administration. Additionally, some Dual Credit classes must meet the university's grading requirements.

However, accommodations are offered to students with special needs. A student with an Individualized Education Plan (IEP), 504 plan, and/or multilingual students may receive accommodations regarding the amount of work, time allotted, presentation format, the type of evidence needed to demonstrate their proficiency, etc.

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