

GRADING POLICY

Grade Definition

A grade is a measure of student achievement relative to district academic standards. Grades serve to inform students, parents, teachers, and administrators of the degree in which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students. It shall be the responsibility of the superintendent to establish a process to develop, monitor and revise as needed, a fair, comprehensive procedure for teachers to follow when grading students. This policy shall be consistently applied and clearly communicated to all teachers, students, and parents.

Beliefs and Practices

Granton Area School District is committed to implementing grading practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the Wisconsin State Standards. Our beliefs about learning and grading practices are grounded in the following statements:

- All students can and must learn.
- Students learn in different ways.
- Students learn in different timeframes.
- Errors are inherent to the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards.

Notification/Dissemination

The principal will annually inform all students, parents, and staff of the provision of this policy. Notification may occur as follows:

- Publishing in faculty, student, and parent handbook and school newsletters
- Posting the information on district/school website
- Reviewing with students at the beginning of the year
- Providing to new students and families through the registration process

Grading Schedules

All grades (4K – 12) operate on a 4 quarter schedule; each quarter is 9 weeks in length.

Elementary grade reports are mailed out at the end of each quarter. Secondary progress reports are mailed at each mid-quarter and quarter. At any point a student's grade falls below proficiency/C range, parents/guardians will be contacted; parents are encouraged to meet with teachers to provide input on the development of a learning plan that will result in improvement. All parents have access to grades through the Infinite Campus program.

Granton School District Grading Committee

Principal – Facilitator

1. HS Representative

2. K-12 Representative

3. MS Representative

4. Elementary Representative

Grading Procedures**Grading Scale**

Grade Mark		Mark Description	Proficiency Level Descriptors
Elementary	Secondary		
A or 4	A	<p><i>Advanced or Exceeds Expectations</i> Demonstrates excellent or advanced achievement of the learning targets.</p> <p>90-100% and 3.5-4.0 rubric average</p>	<p>The Student:</p> <ul style="list-style-type: none"> • consistently demonstrates excellent achievement of the learning targets. • shows an in-depth understanding of concepts and skills and applies critical thinking skills. • makes insightful connections to other ideas and concepts. • grasps, applies, and extends the key concepts and skills beyond grade level expectations.
P or 3	B	<p><i>Proficient or Meets Expectations</i> Demonstrates strong achievement of the learning targets.</p> <p>80-89% and 2.8-3.4 rubric average</p>	<p>The Student:</p> <ul style="list-style-type: none"> • demonstrates strong achievement of the learning targets. • shows a solid understanding of concepts and skills and applies critical thinking skills. • uses appropriate strategies to solve problems. • grasps and applies the key concepts and skills for the grade level.
B or 2	C	<p><i>Basic or Approaching Expectations</i> Demonstrates acceptable achievement of the learning targets.</p> <p>70-79% and 2.0-2.7 rubric average</p>	<p>The Student:</p> <ul style="list-style-type: none"> • demonstrates satisfactory achievement of basic learning targets. • shows partial understanding of the concepts and skills. • is beginning to grasp and apply the key concepts and skills for the grade level. • attempts to use strategies to

			solve problems
M or 1	D	<p><i>Minimal or Does not meet Expectations</i> Does not demonstrate acceptable achievement of the learning targets or provides insufficient evidence.</p> <p>60-69% and 1.9 -1 rubric average</p>	<p>The Student:</p> <ul style="list-style-type: none"> • demonstrates unacceptable or insufficient achievement of the learning targets or provides no evidence. • Is not passing unit requirements • needs additional learning opportunities to achieve even a partial understanding of learning targets. • has difficulty grasping the key concepts and skills for the grade level. Must have targeted intervention.
I or 0	F	<p><i>Incomplete or Failure</i> Insufficient Evidence, Missing or incomplete assignments</p> <p>59% or lower and 0 rubric average</p>	<p>The Student:</p> <ul style="list-style-type: none"> • demonstrates highly variable performance • is missing key summative assignments or assessments • experienced a significant life event that limited opportunities to complete work in the given time frame for the quarter • has 10 days to complete work if given an incomplete

Grade Determinations

Formative Assessments – Assessments that provide critical feedback to the student, teacher, and parent on the student learning process to guide further instruction. Formative assessments will count **no more than 30%** of the overall grade. Examples of formative assessments might be classwork, practice (homework), quizzes, interviews, and teacher observations. Formative assessments will be given on a daily basis; if formative assessment is being included in the overall grade there must be a minimum of one per week for the 9- week grading period.

Classwork

- a. Classwork will be aligned with the learning target of the lesson/unit of study that is clearly communicated to the student.
- b. Activities/tasks will be differentiated according to the needs of the learner based on their level of readiness.
- c. Timely targeted feedback will be provided to students, particularly those who do not meet the benchmark.

Practice (Homework)

- a. Practice is a planned part of the educational process that is designed to enhance student achievement.
- b. The purposes of practice are to:

- Reinforce learning that takes place in the classroom.
 - Help students develop organizational, planning, and time management skills.
 - Provide the exercise needed to develop student skills and become an independent learner.
 - May also serve to strengthen the links between the school and the home.
- c. Practice will be aligned with the learning target of the lesson/unit of study that has been clearly communicated to the student.
 - d. Assignments will be differentiated according to the needs of the learner based on their level of readiness to practice independently.
 - e. Timely targeted feedback will be provided to all students.
 - f. Additional opportunities for practice on learning targets not yet mastered will be provided. This may be through peer tutoring, referrals to intervention, additional learning activities/tasks, and teacher-student conferencing.

Quizzes

- a. Questions on quizzes will be directly tied to the previously determined learning targets for the unit of study.
- b. Timely targeted feedback will be provided to students, particularly those who do not meet the benchmark.
- c. Scores under 70% may require a retake. (see guidelines for retakes)
- d. Parents/guardian will be contacted if student continues to struggle to make the 70% proficiency level.

Summative Assessments – Assessments given to students to demonstrate the knowledge and skills that they acquired as the result of instruction and practice. Summative assessments will count **up to 100%** of the overall grade. Examples of summative assessments are unit tests, long-term projects, written compositions, research reports, and in-depth teacher interviews. Teachers will include minimum of 3 summative assessments per grading period.

Unit Tests

- a. Questions on tests will be directly tied to the previously determined learning targets for the unit of study.
- b. Timely feedback will be provided to students, particularly those who do not meet the benchmark.
- c. Scores under 70% may require a retake. (see guidelines for retakes)
- d. Lowest recorded grade a student completing the assessment can earn will be 40%. (Students not completing the assessment may receive a zero)
- e. Parents/guardian will be contacted if student continues to struggle to make the 70% proficiency level.

Projects

- a. Projects will be directly linked to the learning targets for the unit of study.
- b. Grades for projects will be based upon the individual student's level of performance; there will be **no group grades**.

- c. Timely feedback will be provided to students, particularly those who do not meet the benchmark.
- d. Scores under 70% may require a redo. (see guidelines for retakes)
- f. Lowest recorded grade a student completing the project can earn will be 40%. (Students not completing the project may receive a zero)
- e. Parents/guardian will be contacted if student continues to struggle to make the 70% proficiency level.

Retakes/Redo's – Effective use of formative assessments will greatly reduce the need for re-takes on summative assessments. Giving learners timely and targeted feedback on their level of understanding of learning targets will assist them in determining their readiness levels for summative assessments.

Scores under 70% on quizzes and summative assessments are subject to retakes/redo's according to the following guidelines:

- Prior to a retake/redo a student will have to demonstrate new learning. In other words, a retake/redo will not be given without specific, targeted, and timely remediation.
- Students should not be required to retake/redo the entire assessment; learners will be reassessed only on the learning targets they have not demonstrated proficiency on.
- The retake/redo must be completed within 5 days.
- The learner's assessment score will be adjusted to reflect the level of mastery upon completion of the retake/redo.
- Learners will not be allowed multiple retake/redo opportunities. One or two retakes/redo's after appropriate remediation relative to specific learning targets is expected. A pattern of retakes/redo's is indicative of the need for an intervention plan.
- Parents will be contacted when a student continues to struggle in making the 70% proficiency level.

Extra Credit

There will be no extra credit.

Zeros – Use of a zero in a 100-point scale has a devastating effect on the grade and seldom spurs the student to do better. Giving a student a zero lets them off the hook; if the learning task was important enough to give, then it is equally important for the learner to complete. To the extent possible, students will not be assigned zeros.

Formative Assessments

Missing work will be recorded as "M" for missing and will be accepted for full credit up until the summative assessment.

Summative Assessments

Provide learner specific, targeted, and timely remediation. Lowest recorded grade a student can earn is 40%.

Social and Work Skills - These areas reflect the characteristics of learners who are motivated, respectful, hard-working, and cooperative. They are essential for life-long learning and do not exist in isolation but should be an integral part of school culture as demonstrated in daily interactions. These skills are not necessarily inherent therefore expectations will be clearly communicated and explicit taught. Personal responsibility grades will be recorded separately from academic grades due to the importance of communicating student growth in this area to parents.

Social Skills	Work Skills
Respects others and property	Organized and prepared for class
Takes responsibility for own actions	Follows directions and participates
Seeks positive solutions to problems	Pays attention
Practices self-control	Completes tasks – uses time wisely
	Displays effort to produce quality work

Performance Levels

3 – Exemplary in this area. Student shows this quality with words and actions *without reminders* and *is highly productive* member of the class

2 – Doing Well in this area. Students shows this quality with words and actions *most of the time*.

1 – Needs Improvement in this area. Frequent *reminders* and *redirection* are needed.

Final Exams/Projects (HS only)

All classes are required to give a final exam or culminating project. The assessment will be aligned with the learning targets of the class with an emphasis on the previously identified enduring understandings. The final exam/project will be no less than 10% with a maximum of 20% of the semester grade.

Grade Reporting Protocols

- Grades will be updated on a weekly basis
- Summative assessments will have a maximum 3-day turnaround.
- Grading procedures will be published and clearly communicated to students and parents/guardians.

Bibliography

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Legal	
References:	