



# Capital School District

## Board of Education Policy

Section: Instruction
Title: Grading and Reporting of Student Progress
Policy #: 600-10
Date Approved: 05/11/2016
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### Purpose:

The purpose of the Capital School District Grading Policy is to articulate a framework that promotes consistency in grading and the reporting of student progress. This policy facilitates the implementation of a grading philosophy that is aligned with research based practices and standards based instruction. It shall be consistently applied and clearly communicated to all students, teachers, parents/guardians, and administrators.

### Definitions:

**Grading** is an integral part of the teaching and learning process. It includes establishing clear learning goals, setting standards and evaluative criteria, constructing formative and summative measures that assess learning, implementing changes in instruction that are based on assessment data, and providing meaningful feedback to students. Grades are the number and/or letter given as a summary statement of student performance.

**Reporting** is the process by which the teacher communicates information to parents/guardians about student progress (what they have learned and are able to do). The reporting process may include a combination of report cards, progress reports, e-mails, telephone conversations, Home Access Center (secondary schools) and conferences. Reporting will be done in a clear and timely manner so that parents/guardians may support their child's learning.

### Goals:

Grading will help the teacher to:

- Communicate learning progress to the student and parent.
- Appraise the effectiveness of teaching strategies and modes of instruction.
- Evaluate strengths and needs of each student.

Grading will help the parents/guardians to:

- Understand their child as a learner
- Be knowledgeable about the student's learning
- Guide the student in making academic progress
- Encourage the student to give maximum performance in academic areas.

Grading will help the student to:

- Evaluate and see personal progress in their learning.
- Recognize how work may be improved.

## Grading Guidelines:

1. Teachers will record all grades in electronic grading programs:  
Grades K-1 in eSchool  
Grades 2-12 – posting in Home Access Center
2. The 0-100 scale will be used for grading student work.  
A = 90-100 – Well Above Standard  
B = 80-89 – Above the Standard  
C = 70-79 – Meets the Standard  
D = 60-69 – Below the Standard  
F= 0-59 – Well Below the Standard (Parent Notification Required)
3. At the end of a year-long course, cumulative averages below 50 will be converted to a 50 for marking periods 1 and 2. At the end of a semester course, cumulative averages below 50 will be converted to a 50 for marking period 1. This adjustment reflects that a student has failed and is Well Below the Standard. However, with hard work, the student still has the opportunity to recover by earning a passing grade. At Dover High School, mid-terms/finals will not be adjusted.
4. Teachers will enter grades into the electronic grading programs as formative or summative measures. Weighting will be as follows:

	<b>Formative</b>	<b>Summative</b>
Grades 2-4	60%	40%
Grades 5-12	40%	60%

5. Formative assessments should be frequent and ongoing, completed in route to mastery. They are “checkpoints” on students’ progress and the foundation for feedback given. The purpose of formative assessments is not to judge a student’s final achievement of a topic, but to evaluate where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Examples of formative assessments may include quizzes, drafts of writing, homework (grades 5-12), quick writes or anything in the early stages of learning content or concepts.
6. Summative assessments are completed after the learning experiences, usually requiring students to demonstrate mastery of essential understandings after sufficient instruction and practice has been given. Examples of summative assessments may include tests/exams (performance, oral or written), final writing pieces (research papers, essays, stories, poems), projects, and quarterly assessments.
7. Department Chairs/Grade Level Teams/Administrators will assist teachers in determining whether student assignments are summative or formative measures.
8. Grades should be sufficient in number and category (quizzes, tests, projects, etc.) to reflect an accurate measure of a student’s progress.

9. As no single grade shall count more than 20% of the nine weeks or semester grade, there must be a minimum of four summative assessments for grades 9-12, minimum of three summative assessments for grades 5-8, and a minimum of two for grades 2-4. There is a minimum of two formative assessments for grades 5-12 and a minimum of 3 formative assessments for grades 2-4.
10. Behavior, participation, effort, and attitude will not be factored into grades. Grades will be based on what a student knows and understands based on the identified learning objective.
11. Teachers must adhere to Capital School District's Student Attendance Regulations Policy #700-02 which dictates that students who are absent, whether excused or unexcused, will be given the opportunity to make up work or tests missed within a *reasonable amount of time*. A reasonable amount of time is defined for each class session missed the student will have two class sessions to make up the missing assignments. A teacher may extend this time if the student is making progress towards completing assignments.

While students are making up work due to an absence or absences, teachers may use the following codes in eSchool Grade Book:

- a. ABS – Absent from Class – it assigns a zero for the assignment until the grade is entered.
  - b. EX – Exemption – it excludes the assignment from being included in the student average if the teacher determines an exemption is needed.
12. Extra credit opportunities are limited to additional student work that provides extended learning that directly matches the content standards or grade level expectations and should be offered to all students. Activities such as bringing school supplies, attending an event, or completing a task not directly related to achievement does not meet the guidelines.
  13. Teachers must adhere to the guidelines for homework established in the Capital School District Homework Policy #600-03. The guidelines outline factors in making assignments, principal, teacher, student & parent responsibilities, frequency and quality of assignments, and procedures for handling homework not completed or turned in late (a maximum of one letter grade below what a student would have received had the assignment been completed on time or in a reasonable amount of time as determined in #11 above).

For grades 2-4, homework will be reflected in a separate section of the report card, not in the formative category as in grades 5-12.

14. Teachers will inform students and parents of how grades will be determined in a particular class. This will include the weight that each component or the academic work carries, grading criteria, procedures for redoing work for credit, and rubrics used for major assignments. This communication will take place in class, during open house events, and conferences. Grading practices may also be shared via teacher websites.

15. Teachers are encouraged to grade work promptly (within a week of submission is a good rule of thumb), enter it into eSchool, and return it to students for review.
16. Teachers will retain evidence upon which the reporting (grade) is based in a portfolio or other folder until at least two weeks following the end of the reporting period. Evidence may include rubrics, copies of tests, etc.
17. In Grades 9-12, final course grades are calculated by each quarter being 20% and the mid-term and final each counting 10%.