

Academic Achievement Secondary Grading and Assessment Practices

Grading and Reporting Parameters

1. Teachers will distribute information on class/course expectations, Oregon State and District curriculum standards/learning goals, and performance criteria to parents and students at the beginning of each class/course. Where applicable, these syllabi include:
 - a. Class/course expectations
 - b. Standards to be learned
 - c. Skills to be learned
 - d. The process and grading scale to be used in determining grades
 - e. A description of how non-academic behaviors will be reported and assessed

2. Guidelines and considerations for determining summative grades:
 - a. All teachers use professional judgment to ensure that a student's grade is an accurate representation of what the student knows, understands, and can do at report card time.
 - b. Individual departments and teachers will determine what assessments are included in both the Academic Practice and Academic Achievement categories.
 - c. Formative assessments (academic practice) are designed to provide feedback and direction for both teachers and students while the student is still learning the material. For students, it may confirm that they are ready to move forward, or indicate they may need additional review and practice. For teachers it may mean adjusting strategies, providing additional practice, or moving ahead. Examples of formative assessments include observation, quizzes, homework, rough drafts, peer review, notebook checks, etc.
 - d. Summative assessments (academic achievement measures) may include formal observation, tests, projects, term papers, exhibitions, reports, research, and assignments used to measure or assess what a student knows and can do. To ensure equity for all students, summative assessments are to be completed, whenever possible, under the supervision of a teacher.
 - e. The appropriate role of daily academic practice is to develop knowledge and skills effectively and efficiently through repetition and feedback that is accurate, helpful, and timely. It is also critical that teachers communicate the important relationship between practice and performing well on assessments and performances to students.
 - f. To the extent possible, the student's best performance in demonstrating mastery of a standard or learning target should be used in determining his/her grade.

3. Course grades will reflect the level of an individual student’s academic achievement. Grades should be determined using a sufficient number and variety of summative assessments. Other guidelines for determining summative grades:
 - a. Incomplete assessment evidence
 - Students are expected to complete all required formative and summative assessments, and will be given opportunities and support to do so.
 - Assessment evidence that is not submitted will be identified in the grade book as I (Incomplete).
 - Zeros should not be averaged into a final grade unless it reflects an actual summative assessment score.
 - b. Insufficient evidence in grade determination
 - When determining grades, teachers must decide if they have sufficient evidence of learning goal achievement. If not, the grade will be recorded as I (Incomplete).
 - The “I” will remain on the report card/transcript until the student provides the missing evidence.
 - Where course credits are involved, an “I” means that no credit is given until the missing assessments are completed and the grade is updated.
 - When calculating a grade point average, an “I” is counted as a zero until the missing assessments are submitted.
 - The student has three weeks after the end of the grading period to provide the missing summative assessments to the teacher. After three weeks, the student must arrange with the building administration or their designee as to the process for providing the missing summative assessments.
4. In order to ensure that academic achievement grade determination is accurate and consistent throughout the District, teachers will utilize a balanced-grading scale where there are an equal number of points in each grading category: A, B, C, D, F.
5. While non-academic factors may be highly valued and often contribute to the student’s achievement, they should not be included in the determination of a student’s summary grade, unless it is directly tied to a course performance standard.
 - a. The following are examples of non-academic factors:
 - Effort
 - Participation
 - Classroom attitude and behavior
 - Attendance
 - Promptness in completing assigned work
 - Other behavioral expectations described in the syllabus
 - b. Nonacademic behaviors should not be included in the final grade.
 - Late submission of assessment evidence:
 - Teachers set due dates for all scored assessment evidence that will be included in a grade.
 - There are no grading penalties for late submission of assessment evidence, but such behavior may lead to:

1. Reduced performance on summative assessments
 2. Parent contact
 3. Comments on report card
 4. Requirement to attend a support session before school, at lunch time, or after school
 5. Other measures as deemed appropriate by staff
- Academic dishonesty:
Students who engage in academic dishonesty must either complete the invalidated summative assessment or an alternative assessment chosen by staff. The student's behavior will be subject to the behavioral consequences of the *Standards of Student Conduct*. The summative assessment will then become part of the student's grade determination.
 - Attendance:
 - Academic achievement grades will not reflect penalties for absence, whether excused or unexcused.
 - Students will be given opportunities to make up missed summative assessments without grading penalties.
 - Teachers will track and report on two dimensions of non-academic behavior:
 - The behavior to be tracked will be determined by a committee of teachers and administrators at the District level.
 - The behavior will be assessed using a rubric and reported out as a comment on the report card.

Please refer to IK-AR Appendix A for timelines and guidelines for the implementation of this AR.

Definitions

Academic Achievement: See summative assessment.

Academic Practice: See formative assessment.

Accommodation: A change that does not alter the rigor of the standard. Examples include large print materials and small group administration.

Assessment: Using multiple tools to gather evidence about a student's performance on standards taught.

Balanced Grading Scale: One where there are an equal number of points in each grading category: A, B, C, D, F.

Benchmark: A clear, specific description of knowledge and/or skills a student should acquire by a particular point in the student's schooling.

Curriculum: A written plan that includes the standards, assessments, instructional resources, instructional strategies, and time allocations/pacing guides for the content to be taught.

Formative Assessment (Academic Practice): An assessment designed to provide feedback and direction for both teachers and students while the student is still learning the material. For students, it may confirm that they are ready to move forward or indicate they may need additional review and practice. For teachers, it may mean adjusting strategies, providing additional practice, or moving ahead. Examples of formative assessments include observation, quizzes, homework, rough drafts, peer review, notebook checks, etc.

Grade: A number or letter indicating a student's level of achievement relative to the grading scale.

Grading Scale: A description of what each letter grade represents relative to the student's mastery of course standards.

Syllabus: A document given to student and parents at the start of each course outlining the grading criteria and procedures for the course.

Homework: Includes learning tasks assigned to students that are usually done outside of class time. Students may complete this work during the school day, but most often is completed at home. While most homework will be formative in nature, homework could be given that is summative, depending on the teacher's purpose in assigning it.

Instruction: A teacher-led process that transforms well-planned curriculum into student learning. Instruction is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals.

Modification: A substantive change that alters the standard or the rigor of the standard.

Non-Academic Behaviors: Behaviors not aligned to course academic performance standards.

Reporting: The communication of a student's achievement to students and parents and, in turn, may be shared with employers and post-secondary institutions.

Standard: The learning target - a statement of what the student will be able to know, understand, and do.

Summative Assessment (Academic Achievement): Assessment conducted when a student has had adequate opportunity for instruction and practice to demonstrate proficiency on the standard. It is designed to provide information that will be used to make judgments about a student's achievement at the end of a sequence of instruction. Examples may include formal observation, tests, projects, term papers, exhibitions, reports, research, and assignments used to measure or assess what a student knows and can do. To ensure equity for all students, summative assessments are to be completed, whenever possible, under the supervision of a teacher.

SCALE

- A Work of such character as to merit special recognition.
- B Above-average performance.
- C Average work, meeting minimum requirements.
- D Work below-average and fulfills only the minimum expectations of the course.
- F Failing work which does not meet minimum requirements and demonstrates lack of competence.

I - INCOMPLETE

Used when teachers do not have sufficient evidence to determine a grade.

N - NO GRADE

For office use only. Indicates that the student took the class but received no grade for it. N is not used in the calculation of the GPA. No graduation credit is awarded.

P - PASSING

Awarded to students with modified course objectives (e.g., IEP students). P is a final grade that is not used in the calculation of the GPA. Graduation credit is awarded.

S/U - SATISFACTORY/UNSATISFACTORY

Assigned for non-credit classes and credit recovery.

WF - WITHDRAWN FAILING

Administrative approval is required. Used to indicate that the student has withdrawn from class with an F. Like the F grade, WF (point value 0) is a final grade used in the calculation of the GPA. No graduation credit is awarded.

WP - WITHDRAWN PASSING

Administrative approval is required. Used to indicate that, upon withdrawal, the student was passing the class, but is medically or unavoidably unable to finish. WP is a final grade and cannot be made up. It is not used in the calculation of the GPA. No graduation credit is awarded.

Grading Procedures for Students working toward a Modified Diploma

The following procedures for grading secondary students working toward a Modified Diploma should be followed:

1. When a student is enrolled in a general education course and receives substantially reduced standards based on IEP or Modified Diploma Plan, the course is designated as modified by noting the course title with –M on the transcript.

2. When a student working toward a modified diploma is enrolled in a general education course and meets the course standards (with or without accommodations), he/she is graded like all the other students.
3. The decision to modify course goals or standards resulting in a modified grade is made on a case-by-case basis at the student's IEP or Modified Diploma Team Meeting. Parent participation is required. Registrars will be notified in writing of courses which have been modified by a completed Transcript Notation form.
4. The transcript will clearly identify courses which have been modified, but will not identify a student with a disability. The transcript legend page will read: (-M Course with modified objectives).
5. Students earning modified grades are included on honor roll lists, but not considered for honors such as valedictorian, National Honor Society, or top ten percent class ranking unless the proportion of modified classes is such a small percentage that the building administrator makes an exception.