

EDUCATIONAL PROGRAM – Series 600

602 Programs of Instruction

602.04A Curriculum Grading

This document outlines a set of fair and consistent practices for the West Branch Community School District that strive to communicate clearly about student progress on district power standards. All standard grading is based on levels of understanding.

At the beginning of each grading period, teachers will communicate to students and parents the expectations and procedures for grading and reporting. Entries in the gradebook or report card that count towards the final grade will be limited to course or grade level standards.

- Grades will be based on academic achievement tied to standards.
- Reporting on effort, participation and behaviors will be reported separately, by course or grade.
- All students will be given multiple opportunities to demonstrate mastery of each standard. This may include the option to rewrite or redo an assignment in order to demonstrate learning and improvement if the same standard will be assessed multiple times in the grading period.
- Reassessments will be awarded full credit in order to recognize more current achievement.
- Students are expected to complete all required work by due dates (initial date due for teacher evaluation.)
- If students fail to submit required work on time, they will receive increased supports that do not affect the grade. Students who fail to submit work on time may not have the opportunity to rewrite or redo the assignment.
- For reporting purposes, there will be firm, school-wide cutoff dates for teachers to evaluate student work.
- Students in grades 6-12 have two weeks (10 school days) after receiving initial teacher feedback to reassess or redo an assignment.
- Supplemental instructional support is available at all building levels during the school day and during scheduled after school sessions. Parents and students will be informed of requirements for participating in the supplemental instructional support.

Homework/Practice Work

Through homework, students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

There are four main purposes for homework:

1. Building fluency
2. Applying knowledge
3. Reviewing and practicing past learning; and

4. Extending learning across topics and content areas

Homework tasks for the purpose of building fluency or review and practice of past learning (daily practice) will not be included in a summative grade.

Homework tasks for the purpose of applying knowledge or extending learning (e.g. a final product) could be included in the summative grade.

Extra Credit

Extra credit and bonus points can distort students' records of achievement. Grades are broken as a communication tool if teachers give points for things that do not demonstrate achievement of specified standards. Learning is about achieving higher levels of knowledge and skill, not completing more work or accumulating more points.

Extra credit practices such as bringing items for the teacher, bringing classroom supplies, obtaining points for turning something in on time, attending events, or other activities unrelated to learning are not appropriate.

Late/Missing Work

Not all students learn at the same rate; therefore, penalties distort the achievement record the grade is intended to communicate, can harm student motivation, and for many students do not result in changes in behavior. Since the goal of teaching is learning, it is far better to set up support systems that reduce or eliminate the problem of late work.

The appropriate consequence for failing to complete an assignment is completing the assignment. Teachers will keep records of students' timeliness and report this behavior to parents.

Reassessment

Students may be provided the option to reassess a summative assessment test or project. The reassessment may be initiated by the teacher or the student, but always at the discretion of the teacher. Additional opportunities may include an alternate form of an assessment, student revisions of projects based on descriptive feedback, or alternate methods of assessment (i.e. an oral response rather than a written test).

The student must substantially change the content to improve the quality. The changes must involve more than superficial changes such as grammar and mechanics. Teachers may require the student to attach the original assessment in order to better assess the learning of the student and give him/her more feedback for improvement. The student may not retake any summative assessment until the assigned homework has been completed and submitted to the teacher. Students must demonstrate increased understanding (as **determined** by teacher) before they attempt a reassessment.

Process Standards

Successful behaviors are critical components of career and college readiness. Per WBCSD's grading policy, student behaviors will be reported separately from the academic grade. Process standard rubrics will be used as a feedback tool to self-assess, set goals, and monitor progress.

Leadership

- Consistently engages self and others, encourages others to make good decisions, and leads by example.

Active Engagement

- Consistently contributes to the overall learning environment in a positive and productive manner.

Work Completion

- Consistently completes necessary tasks to their best ability in the time frame expected.

Acceleration

K-8 students will complete the prescribed grade and building level curricula and approved course/curricular sequences before participation can begin at the high school unless the student has been identified as performing above standard through competency-based assessment(s) or accelerated through the Talented and Gifted Policy.

“West Branch CSD Talented and Gifted Acceleration Policy”

- Acceleration is available to students in the forms of single-subject acceleration and whole-grade acceleration.
 - For single-subject acceleration, a team will work together to ensure the successful acceleration of a student in a single subject if deemed appropriate. The TAG educator, student’s parents, principal, and classroom teachers will meet to discuss the administration of an acceleration readiness exam. The student must demonstrate at least an 80% (or the equivalent proficiency of expected skills) on the exam to be accelerated in that subject.
 - For whole-grade acceleration, the Iowa Acceleration Scale will be used to assess readiness for acceleration in combination with a team consisting of the TAG educator, student’s parents, principal, and classroom teachers.
 - At the high school level, students may coordinate their own acceleration by enrolling in AP courses, PSEO courses, and other dual enrollment classes.

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