

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. All academic standard grading is based on levels of understanding as defined by a rubric.

At the beginning of each grading period, teachers will communicate to students and parents the expectations for grading and reporting.

- Academic standard scores will reflect the level of mastery of academic course/grade level standards.
- Process standards, which reflect leadership/collaboration, engagement in learning process, and personal work accountability 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 not be assessed multiple times in the grading period.
- Reassessments will be scored based upon the same criteria as the original assessment without any academic penalty.
- For reporting purposes, there will be firm, school-wide cutoff dates for teachers to evaluate student work.
- Students in grades 6-12 have one week (5 school days) after receiving initial teacher feedback to reassess.
- Supplemental instructional support is available at all building levels during the school day and/or during scheduled before/after school sessions. Parents and students will be informed of requirements for participating in the supplemental instructional support.

Practice Work

Through practice work, 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 practice work:

1. Building fluency
2. Applying knowledge
3. Reviewing and practicing past learning; and
4. Extending learning across topics and content areas

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

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 in our learning management system.

Rubrics

For any scored assignment/assessment, teachers will use a rubric. 5-12 teachers will use the approved template. If a task cannot be judged using the rubric, it should not count as a graded assessment. A student must have multiple opportunities to assess each standard per grading period/semester.

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. The ability to reassess is based on the student's demonstration of effort as evidenced by process standards scores. Students are expected to use teacher feedback and demonstrate increased understanding (as **determined** by the teacher) before they attempt a reassessment. 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).

- Teachers have the authority to require all practice work to be completed prior to a reassessment. Additionally, teachers can require additional practice work (i.e. error analysis).
- Students who fail to submit required scored assignment/assessment on time will not have the opportunity to rewrite or redo the assignment/assessment.

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. (Board Policy 602.04R1 – Curriculum Grading Regulation)

- Leadership and Collaboration
- Engagement in learning Process
- Personal Work Accountability

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