

FSD #145 Grading and Reporting Guidelines

The Freeport District Improvement Team has developed and will continue to develop guidelines for grading and reporting as requested by the Assistant Superintendent of Curriculum and Instruction.

In each section there will be the following items:

- Definitions – Explanations of terms that may be unfamiliar or need clarification
- Guidelines – What is expected of all FSD staff
- Suggestions – Encouraged practices

Grading and Reporting Philosophy

- The purpose of the grading policy is to create a consistent process of reporting academic student progress. Grades shall support the learning process and require students' accountability for their own learning. A grade shall communicate to all stakeholders a variety of information including: diagnosing strengths and weaknesses in all areas of student learning; measuring achievement based on defined standards; and communicating achieved academic progress.

Section #1: Grading Scale

Grading Scale for Grades 3-12

90-100 = A

80-89 = B

70-79 = C

60-69 = D

50-59 = F

Grading Scale for K-2

1= Below Grade Level

2= Progressing to Grade Level

3=Meeting Grade Level

4=Exceeding Grade Level

Guidelines:

- All numeric percentages between grades are of equal value.
- All scores entered as a grade will have a numeric value.
- All buildings will have the rounding factor turned on in Skyward.

Section #2: Academic Practice and Academic Achievement

Definitions:

- **Academic Practice** is work conducted when a student is still learning the material. It is designed to provide direction for improvement and/or adjustment to the instruction for individual students or a whole class. It is

designed to give the student feedback about his/her learning in a timely manner. This may also be referred to as formative work.

- **Academic Achievement** is work conducted when a student has had adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about a student's achievement at the end of a period of instruction. This may be referred to as summative work.

	Academic Practice	Academic Achievement
Purpose	To monitor	To judge
Time	During process	End of process
Types	Informal	Formal
Use	To improve	Judge process/product

Academic Practice and Academic Achievement may include the following types of assessments. The definitions provided above are the best guide for determining if an assessment is Academic Practice or Academic Achievement, since the items below may be used differently between subjects and grade levels.

Academic Practice

- Some quizzes
- Some homework
- First drafts of writing
- Teacher questions during instruction
- Some worksheets
- Informal observations
- Pre-testing

Academic Achievement

- Assessments/Tests (written, oral, and performance)
- Some quizzes
- Some homework
- Writings (term papers, essays, stories, etc)
- Projects
- Presentations
- District common assessments

Guidelines:

- Academic Practice and Academic Achievement are to be recorded separately in the gradebook.
- In the category of Academic Achievement there must be a minimum of 3 – 4 entries per quarter.
- The format for the categories will vary depending on grade level and will follow this set percentage:
- Each reported grade reflects the work for that respective quarter.
- The letter grade and the percentage for each course are both reported on the report card and in family access.

	Academic Practice	Academic Achievement
3-4	30%	70%
5-8	25%	75%
9-12	20%	80%

Performance on semester assessments are included as part of the student semester final grade.

Section #3: Use of the zero as a grade

Definition:

- A zero score in the grading system means that a student has refused to produce work to show academic learning in that curricular area.

Guidelines:

- A zero may be used for work not attempted when all other interventions have been utilized.
- A zero indicates that the student has not demonstrated learning.
- Best practices indicate that ample opportunities should be provided for students to complete the work. If a student is given a zero for an assignment, it is doubtful that he or she will then complete the assignment. In such a case a student is never getting practice with that material and feedback is lost.
- Work that is not handed in by the final Academic Assessment may be recorded as a zero or at the bottom F score.
- A zero should not be assigned for a behavior.
- A teacher should use professional judgment in assigning zeroes.

Suggestions:

To assist students with the completing of work, the following interventions and strategies are suggested:

1. Set clear and reasonable timelines for assignments.
2. Ensure that the expectations for task/assignment are clearly established and understood.
3. Support the students who will predictably struggle with the task without intervention.
4. Find out why the student's work is late.
5. Contact parent(s) about the missing work.