

Grading System

PURPOSE

The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that clearly communicates achievement toward learning standards and supports the process of learning.

The Superintendent will be responsible for implementing a system for appraising and reporting the development of students' academic and behavioral knowledge and skills based upon the standards of learning established by the District/State.

COMMUNICATION OF ACADEMIC AND BEHAVIORAL PROGRESS

Communicating student progress to students and parents shall be the responsibility of the building administrator and the classroom teacher. In grades 3-12, student progress will be communicated every 4-5 weeks. In grades K-2, student progress will be formally communicated mid-semester and semester. Two parent-teacher conferences will be scheduled in the elementary, junior high school and senior high school each year. Additional communication of student progress is expected between required progress reporting in a timely manner when students are struggling.

Communication of student progress must be aligned with District assessment expectations outlined in *Policy No. 6211: Springfield Platteview Community Schools "has adopted an assessment plan and has aligned the curriculum with the state (and/or national standards in non-core content areas) approved content standards. Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students. Teachers are to conduct the assessment in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards."*

The following are the grading parameters:

1. Grading procedures shall only be related directly to the prescribed curriculum and the College and Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.
2. Grades on the report card will be based upon content area standards and goals. Group grades will not be given.
3. Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

- a. Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of a learning goal established by the District/State.
 - b. Late work and incomplete work (formative assessments such as homework) shall be handled as follows:
 - i. Students are expected to complete all required formative work through each summative assessment period.
 - ii. Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.
 - iii. In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as **I** (Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative/unit assessment. Penalties on late work shall not exceed 10% if it is turned in prior to the student taking the summative/unit assessment.
 - c. Absences shall be handled as follows:
 - i. Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.
 - ii. Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.
 - iii. See each school's student-parent handbook for additional attendance procedures/policies.
4. Summative/unit assessments shall be determined as follows:
- a. Grades from formative assessment shall not exceed 30% of overall grade.
 - b. Summative assessments shall account for at least 70% of the overall grade.
 - c. **Students who fail a summative assessment are given an opportunity to retake an assessment. In grades K-5, second chance assessment opportunities shall be made available to students who score "Progressing" or below. In grades 6-8, second chance assessment opportunities shall be made available to students who score below a 79%. All students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". Retake opportunities are not available for finals assessments or finals projects.**

In grades 9-12, second chance assessment opportunities shall be made available to students who would like a retake to improve their assessment/project score. All students must follow the department guidelines for second chance assessment opportunities. Students who are enrolled in dual credit courses will follow the partnering institute's guidelines and complete a credit intention form that will be on file at Platteview High School. The highest grade a student can attain on a second chance summative assessment is a 100%. Retake opportunities are not available for finals assessments or finals projects.

d. Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on their project grade. The student's parents will be informed of a late summative project. On the 5th day the project is late, the student may not receive higher than a 79% on the project grade. If the student does not turn in the project on the 6th day, the student will receive a zero.

e. Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations.
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

f. Grading Scale for grades 6-12:

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	97-100	4.0	5.0
A	93-96	4.0	5.0
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.0	4.0
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.0	3.0
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33

D	63-66	1	2.0
D-	60-62	0.67	1.67
F	0-59	0	0.0

5. Other procedures on grading can be found in parent/student handbooks and course syllabi at each school.

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