

~~Teachers in Grades K-12 will base report card grades on academic achievement only. Evaluations of behaviors will be reported separately on the report card. Grades are an essential way to communicate student achievement. As such, grading and reporting practices must include the following:~~

#### A. General Guidelines

1. Homework – Teachers in grades K-12 assign homework as an important part of instruction. Homework for practice (formative) is not part of the academic grade. Teachers are to provide feedback on homework that is assigned to practice new skills in a timely fashion. Homework evaluated for learning (summative) may be included as part of the academic grade. In grades K-5 homework is reflected in the work habits grade. In grades 6-12 homework that is evaluated should not exceed 10% of a student’s academic grade for a marking period. As noted in policy 5510 the guidelines for minutes of homework per day are as follows:
  - a. K-2 – 20 minutes
  - b. 3- 5 – 50 minutes
  - c. 6-8 – 90 minutes
  - d. 9-12 – 120 minutes
2. Extra Credit ~~– In grades K-12 extra credit is not used. – that is used to assess students’ mastery of the content standards may be used.~~
3. Missing Work – Procedures for missing work due to an absence is noted in policy 6000. For all other missing work, students will have five days beyond the assignment date to complete the assignment. When the work is completed it will be scored and recorded in the grade book subject to penalty (up to 10%). Work not submitted will be recorded as a zero, or lowest value within the “F” range.
4. Reteaching/Reassessment – Reteaching occurs when the teacher or student determines that students are not meeting learning goals. Reassessment opportunities are provided in all courses after reteaching occurs. When reassessment is offered, all students may be reassessed, regardless of grade on original task/assignment, if they meet the following requirements:
  - a. Complete the original task or assessment
  - b. Complete required assignments
  - c. Complete the reteaching/relearning activities

The reassessment grade replaces the original grade.
5. Incompletes – While a student should receive a grade whenever possible, there are times when an “Incomplete” (“I”) grade is appropriate. Teachers may assign incompletes, with principal approval, under the following circumstances:
  - a. Students with excused absences who are unable to complete assignments that are major components of the quarter grade receive an “I” for that grading period. If a student receives an “I” he or she must adhere to the teacher’s plan to complete missing assignments.
  - b. For schools operating on a yearlong schedule, if a student does not meet course requirements within 30 days of quarters 1-3 and within 10 days of the 4<sup>th</sup> quarter, an “I” will revert to a letter grade. For schools operating on a block schedule, if a student

**Comment [rcs1]:** Would need to change the R&P attached to this policy to align with this section (see section E of the 6000 R&P)

**Comment [rcs2]:** This refers to the issue of the F being the greatest numerical grade range and how difficult it is to recover from a zero when utilizing this range.

does not meet course requirements within 30 days of the end of first semester and within 10 days of second semester, an "I" will revert to a letter grade. The exception to this rule is seniors. Seniors will not be awarded an "I" at the end of the 4<sup>th</sup> quarter or the end of second semester due to the required computation of grade point averages.

#### B. K-5 GRADING SYSTEM

In grades K-2 students are evaluated on a standards based grading scale. The student performance levels of 1-4 indicate whether students have met the expectations set by the state in the Standard Course of Study. The student performance levels are defined as follows:

- ~~Level 4 – Extends targeted grade level standards~~
- ~~Level 3\* – Demonstrates proficiency of targeted grade level standards with evidence of application~~
- Level 3 – ~~Demonstrates proficiency of targeted grade level standard~~
- ~~Level 2 – Inconsistent and needs support to meet targeted grade level standards~~
- Level 1 – ~~Insufficient performance of targeted grade level standards with support~~

In grades 3-5 students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if they do not complete work by the end of specified grading periods. See details regarding use of "Incomplete" under "General Guidelines" noted above. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = ~~903-100~~ Consistently works above average
- B = ~~805 – 8992~~ Works above average
- C = ~~707-7984~~ Works at an average level
- D = ~~6070 -6976~~ Works below average
- F = ~~less than 7050-59~~ Performs at an unacceptable level
- I = Incomplete

**Comment [rcs3]:** There was mention of not wanting zeros as it is difficult to recover from a zero

Grades are provided twice a year for weekly special classes such as art and music, instead of quarterly.

Classroom behaviors are reported separately. In Kindergarten classroom behaviors are separated into two categories, personal/social development and work habits. In grades 1-5 the behaviors are separated into work habits and conduct. Each behavior is rated according to the following scale:

- 3 – meets expectations
- 2 – inconsistently meets expectations
- 1 – does not meet expectations

#### C. 6-812 GRADING SYSTEM

In grades 6- ~~812~~ students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if they do not complete work by the end of specified grading

periods. See details regarding use of "Incomplete" under "General Guidelines" noted above. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = ~~90~~93-100
- B = ~~85-92~~ 80-89
- C = ~~77-84~~ 70 - 79
- D = ~~70-76~~ 60-69
- F = ~~less than 70~~50 -59
- I = Incomplete

**Comment [rcs4]:** There was mention of not wanting zeros as it is difficult to recover from a zero.

#### D. Grading System 9-12

In grades 9-12 students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if they do not complete work by the end of specified grading periods. See details regarding use of "Incomplete" under "General Guidelines" noted above. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = 93 - 100
- B = 85 - 92
- C = 77 - 84
- D = 70 - 76
- F = 63 - 69
- I = Incomplete

**Comment [rcs5]:** There was mention of not wanting zeros as it is difficult to recover from a zero.

- WP = withdrawal, no penalty (high school only) If a student withdraws prior to the 10<sup>th</sup> day of school, a WP is noted and no penalty is imposed.
- WF = withdrawal with an F (high school only) If a student withdraws after the ten-day period, a failure (WF) is noted as the grade, and the course is counted as a course attempted with no quality points earned

In high school grade are awarded corresponding quality points for the calculation of a student's grade point average (GPA). These values and those courses receiving weighted values are noted below:

LETTER GRADES	STANDARD COURSES	HONORS COURSES	AP COURSES
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
WP	0	0	0
WF	0	0	0

Classroom academic-related behaviors in grades 6-12 are reported separately. ~~Students receive a letter grade that reflects their work habits and classroom conduct. The following rating scale is used in reporting a student's behavior grade:~~

~~A = consistently exceeds expectations~~

~~B = frequently exceeds expectations~~

~~C = meets expectations~~

~~D = below expectations~~

~~F = consistently below expectations~~

~~To achieve this grade, t~~Teachers evaluate student's ~~work habits and conduct based~~ academic-related behaviors using on the following rubric:-

E. Principals are responsible for the following:

a. Ensuring that grading and reporting procedure are applied consistently within their school. The principal designates the school leadership team to assist in developing and monitoring school level grading and reporting processes including:

i. The principal or designee may require consistent processes throughout the school; but

ii. Grade level, course teams, or departments (Professional Learning Teams) must establish consistent grading processes that are both outlined in this policy and developed at the school level.