Grades are an essential way to communicate student achievement. As such, grading and reporting practices must include the following:

1. **General Guidelines**
2. 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:
   1. K-2 - 20 minutes
   2. 3- 5 – 50 minutes
   3. 6-8 – 90 minutes
   4. 9-12 – 120 minutes
3. Missing Work –For all missing work, teachers will provide feedback upon completion and assign a grade based on demonstrated mastery. The principal will develop and communicate a schoolwide plan related to missing or late work that includes a penalty no greater than 10% (30%) for late work.
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:
   1. Complete the original task or assessment
   2. Complete required assignments
   3. Complete the reteaching/relearning activities

Once the reassessment is completed the higher of the two grades will be recorded.

1. **K-5 GRADING SYSTEM**

In grades K-5 students are evaluated on 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 – Exemplary
* Level 3 – Proficiency
* Level 2 – Approaching Proficiency
* Level 1 – Non-Proficient

Grades are provided twice a year for weekly special classes 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

1. **6-8 GRADING SYSTEM**

In grades 6- 8 students earn letter grades of A, B, C, D, or F on their report cards. 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 = 0 -69

1. **Grading System 9-12**

In grades 9-12 students earn letter grades of A, B, C, D, or F on their report cards. 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 = 0 -69

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. Teachers will evaluate student’s academic related behaviors using a system-developed rubric. Implementation will occur upon completion of district wide professional development related to reporting of academic behaviors.

1. **The principal will ensure the development and monitoring of a school level grading and reporting processes to include:**
   1. The principal may require consistent processes throughout the school
   2. 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.