

Grades are an essential way to communicate student achievement. Student evaluations should reflect student progress as well as student achievement. Grades should be given in reference to a student's achievement of the learning objectives defined for the class, and should not be limited by the performance of other students in the class. The principal will ensure the development and monitoring of a consistent school-based grading plan. Grade level, course teams, or departments (Professional Learning Teams) must establish consistent grading processes.

The school-based grading plan established by the principal must include components to communicate expectations and processes for homework, missed work, reteaching/reassessment, and extra credit. Guiding principles and expectations for each component are described below.

STUDENT ACHIEVEMENT AND PROGRESS

The district's grading guidelines prohibit teachers from using grading practices that are punitive in nature or which make it difficult, if not impossible, to recover from isolated incidents of non-compliance (e.g. a missed homework assignment or one low grade on a test during a marking period). Grading practices will not be based on factors not directly related to the learning objectives, but will reflect appropriately students' academic mastery of their learning objectives.

1. Homework

Homework should be used to reinforce and support mastery of learning, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives. Homework practices should be in compliance with Board Policy/R&P 5510.

2. Missed Work

Students will be expected to make up missed work. The school-based grading plan shall include procedures to make up missed work for credit to a level as described by the plan. Professional Learning Teams (PLT) shall develop and consistently implement common grading procedures for missed work and will communicate the common grading procedures to parents and students in writing as directed by the principal. Grade penalty should be determined by PLTs and approved by the principal.

3. Reteaching/Reassessment

Teachers will provide students with opportunities for additional learning, assessment of learning and grade recovery. Schools will develop a prevention-intervention system that provides students additional time and support to be successful. PLTs will develop systematic ways for students to be re-assessed on their learning.

4. Extra Credit

Extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLTs.

A. REPORTING SYSTEMS

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

2. 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

3. 9-12 GRADING SYSTEM

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, grades 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

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