

Grading and Reporting

***Grades PK-12***











**Empower All Students for Success**

***What is grading and reporting by Grade Level Benchmark?***

***Grade Level Benchmarks***

In a Grade Level Benchmark (GLB) grading and reporting system, grades reflect what a student knows and is able to demonstrate as described in the Oskaloosa Community Schools Grade Level Benchmarks and Components. (Curriculum) Sometimes this is referred to as *Standards-Based Reporting.* In the Grade Level Benchmark grading and reporting system, grades reflect what students know and are able to demonstrate in relation to the Grade Level Benchmarks.

Teachers in grades PK – 12 will base report card grades on academic performance consistently by grade or course. Report cards will report out academic performance on each Grade Level Benchmark (GLB). Teachers will also report information about behaviors related to academic performance separately on the report card as *Work Habits.*

***Clearly Defined Procedures***

In the Grade Level Benchmark (GLB) based grading and reporting system, grading practices are balanced, manageable and support effective teaching and learning. Procedures for grading are defined, used consistently, and explained clearly to students and parents in writing at the beginning of a trimester or school year, or when grading procedures change.

***Grade Level Benchmark Examples:***

* 1st Grade Math: Students will identify and count money.
* 3rd Grade Social Studies: Students will describe characteristics of communities and discuss what it means to belong to a community.
* Technology Grade 7: Students will design and dramatize audio broadcasting as a form of communication.
* HS Biology: Students will compare, contrast, and diagram the cells of living organisms.
* Spanish: Students will demonstrate an understanding of basic cultural beliefs and perspectives of people in the target culture, and make connections to the native culture.

***Why is OCSD implementing GLB –Based grading and reporting?***

Grade Level Benchmark-based grading and reporting helps improve student performance by focusing on four critical questions:

1. *What do we want students to know and be able to do?*
2. *How will we know they have learned it?*
3. *What will we do if they have not learned it?*
4. *What will we do when they already know it?*

Grades based on Grade Level Benchmarks become triggers for action. GLB-based grades help teachers plan their instruction and assessments so they can challenge and support all students. They help parents know the academic areas in which a student meets or exceeds expectations, needs challenge, or needs support.

Student Achievement

Instruction

Grading/Reporting

GLB’s

***How does the grading and reporting system affect students in special populations?***

Students receiving services for limited English proficiency, special education, or 504 disabilities will be afforded all accommodations and modifications as documented by English Language Learner (ELL) Plans, Individualized Education Programs (IEP’s), or Section 504 Plans. All students will be held to Grade Level Benchmarks, but will be provided the necessary support to be successful.

***How does the grading and reporting system work?***

At the end of a twelve-week marking period, teachers record grades on the report card for each student in grades PK – 12, as they have in the past. However, there is a change in format from what you have seen in the past.

***Grade for Performance***

***Overall Letter Grade and Meaning of the Overall Grade:*** In Grades 3-12, the report card summarizes overall performance on many tasks or assessments during a marking period with a letter grade.

* These tasks/assessments may take different forms, including tests, quizzes, essays, demonstrations, presentations, writing, graphic displays, projects, discussions, etc. Some of these tasks will take place within the classroom, while others may be completed outside of the classroom and be called homework, daily work, or practice work.
* The report card will identify a letter grade in that subject or course, summarizing overall performance on Grade Level Benchmarks throughout a trimester.
* A separate Work Habits mark will be provided on the report card. Work Habits include work completion, participation, respectful behavior, etc.
* Practice Work completed outside of the classroom will account for no more than 25% of the overall grade; teacher determined. When turned in by the deadline, homework is given full credit. Teachers will use professional judgment to determine the value assigned to partially completed homework or work not turned in during the established timeline.
* Work evaluated for learning during the class period may count toward the overall grade for the course or the Grade Level Benchmark.

|  |  |
| --- | --- |
| Letter Grade | Percentage |
| A | 94%-100% |
| A- | 90%-93% |
| B+ | 87%-89% |
| B | 84%-86% |
| B- | 80%-83% |
| C+ | 77%-79% |
| C | 74%-76% |
| C- | 70%-73% |
| D+ | 67%-69% |
| D | 64%-66% |
| D- | 60%-63% |
| F | 59% and below |

***Reporting out Academic Performance for Grade Level Benchmark and Meaning of Code:*** In Grades PK – 12, the report card will provide a number code ranging between 1-4 describing academic performance on a unit or topic of instruction described in the Grade Level Benchmark statement. Teachers will assign work or give an assessment to evaluate what students know or are able to demonstrate pertaining to specific content or skills.

* Work or assessments may take different forms, including tests, quizzes, essays, demonstrations, presentations, writing, graphic displays, projects, discussions, readings, problems to solve, etc.
* The report card will use a number code describing at what level students met the academic expectation set by the teacher.
* Participation, assignment completion, etc. are part of *Work Habits* and will be communicated separately on the report card.
* Work given for practice that is completed outside of the classroom may account for up to 25% of the overall grade and will be determined by the teacher. When turned in by the deadline, homework is given full credit. Teachers will use professional judgment to determine the value assigned to partially completed homework or work not turned in during the established timeline.
* Work evaluated for learning during the class period may count toward the overall grade for the course or the Grade Level Benchmark.

|  |  |
| --- | --- |
| Meeting Grade Level Benchmark Expectations – Grading/Reporting Code | |
| Description | **Code on Report Card** |
| Exceeds Expectations | 4 |
| Meets Expectations | 3 |
| Progressing Toward Expectations | 2 |
| Does Not Meet Expectations | 1 |
| Not Assessed Yet | NA |
| Incomplete | INC |

***Expanded meaning of code to report out academic performance on Grade Level Benchmarks***

|  |  |
| --- | --- |
| Code on Report Card | Expanded Meaning |
| 4  Exceeds Expectations | Student demonstrates a thorough understanding and consistently applies the content/skill in a variety of contexts independently. The student exceeds the minimal expectations of the Grade Level Benchmark and/or Work Habits. |
| 3  Meets Expectations | Student demonstrates an understanding and applies the concepts/skills consistently in a variety of contexts with minimal support. The student meets the expectations of the Grade Level Benchmark and/or Work Habits. |
| 2  Progressing Toward Expectations | Student demonstrates an understanding but inconsistently applies the content/skill and/or requires support from the teacher. The student is progressing toward meeting the expectations of the Grade Level Benchmark and/or Work Habits. |
| 1  Does Not Meet Expectations | Student demonstrates limited understanding of the concepts/skill and/or requires substantial support from the teacher. The student does not meet the expectations of the Grade Level Benchmark and/or Work Habits. |
| NA  Not Assessed Yet | This Grade Level Benchmark has not been assessed yet |
| INC  Incomplete | Incomplete – The student has not completed all necessary work to be given a grade at this time. |

***Grade for Work Habits***

Work Habits are behaviors contributing to learning. It is recognized these are important in developing responsibility and positive Work Habits, but do not necessarily always demonstrate a student’s true academic performance or ability.

Work Habits include turning work in on time, participating in classroom discussions, listening, , working independently, organization, or following directions. Work Habits are reported out using the same code as for Grade Level Benchmarks. Each grade band will report out Work Habits as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | PK - 2 | 3-5 | 6-8 | 9-12 |
| Participates in Class | ✓ |  |  |  |
| Makes Good Use of Time | ✓ |  |  |  |
| Follows One and Two Step Directions | ✓ |  |  |  |
| Cooperative Learner | ✓ | ✓ |  |  |
| Demonstrates Organizational Skills | ✓ | ✓ |  |  |
| Listens Well |  | ✓ |  |  |
| Follows Directions |  | ✓ |  |  |
| Positive Attitude |  | ✓ |  |  |
| Completes/Turns in Work on Time |  | ✓ | ✓ | ✓ |
| Classroom Attendance |  |  | ✓ | ✓ |

***Grading and Reporting Code for Work Habits***

The following code will be used to report out progress toward Work Habits on the report card.

|  |  |
| --- | --- |
| Work Habits – Grading/Reporting Code | |
| Description | **Code on Report Card** |
| Exceeds Expectations | 4 |
| Meets Expectations | 3 |
| Progressing Toward Expectations | 2 |
| Does Not Meet Expectations | 1 |
| Not Assessed | NA |
| Incomplete | INC |

***Practice Work and Grading Philosophy***

***Practice Work***

Procedures for teaching, assessing and grading *Practice Work* will be applied consistently across a grade or a course. Each grade level or department will determine which student work and assessments will be used to establish the overall grade for a student. Each grade or department will determine which student work and assessments will be used to establish whether students have met the expectation of each Grade Level Benchmark.

It is critical students know the academic expectations and what they need to demonstrate for mastery of the GLB prior to instruction. Because this is essential to student success, teachers should communicate to students, prior to Grade Level Benchmark instruction, the academic requirements to demonstrate mastery. Teachers should communicate this information regarding assignments and work to be completed for each Grade Level Benchmark to parents. Possible avenues are the Parent Portal, Wiki’s, Websites, newsletters, etc. Each grade level will also have a booklet with the Grade Level Benchmarks and Components listed for each subject available to parents. This will provide parents with the entire curriculum their child will learn that year.

Teachers should communicate their grading policy and criteria for grading student work at the beginning of the year or prior to a trimester. Teachers should provide building administrators with course-specific policies at the beginning of the year or trimester or when course-specific grading procedures change.

**Practice Work is defined as:** ***Any work given to a student used for practice on a skill/concept.***

The district belief regarding *Practice Work* is that:

* Teachers will only assign work directly related to the curriculum.
* Teachers should assign work that can be done independently; work done outside of the classroom is for *practice* so students should already understand how to perform the task.
* *Practice Work* may take place either in school or outside of school. Not all teachers will give students work outside of class but that does not mean learning is not occurring in the classroom.
* *Practice Work* done outside of school will count for no more than 25% of an overall grade or for determination of meeting the expectations of a Grade Level Benchmark. This percentage will be determined collaboratively and the policy will be implemented consistently across a grade level or course.
* Student work completed in class used to assess individual learning may count as demonstration of meeting Grade Level Benchmark expectations.
* *Practice Work* will receive full credit when turned in on or before the date due.
* Teachers will use professional judgment to determine the value for partially completed work or late work. Teachers will determine this collaboratively and implement the policy consistently across a grade level or course.
* Timely and meaningful feedback on *Practice Work* should be provided; feedback may take a variety of forms, as determined by the teacher.

***Grading***

Teachers assess/determine student learning in a variety of ways during instruction. Teachers may use in-class work, curriculum-aligned *Practice Work,* tests, quizzes, projects, demonstrations, presentations, projects, etc. to determine whether students have demonstrated what they know or are able to do in a course or for a Grade Level Benchmark.

The overall grade will be based on academic performance and will not include completion of *Practice Work* as more than 25% of that grade. While it is recognized that work completed outside of the classroom is important and contributes to academic performance, work completed outside of the classroom may not always accurately demonstrate individual student learning or performance. Because that is the case, a separate *Work Habits* grade will be communicated on the report card.

* Letter grades will still be given in grades 3-12. A grade point average will be used at the high school for college entry, scholarships, etc.
* A number code will be given to report whether a student has met the expectations for individual Grade Level Benchmarks in grades PK – 12.
* A number code will be given to report whether a student has met the expectations outlined as Work Habits in grades PK – 12.

|  |  |  |
| --- | --- | --- |
| Letter Grade | Percentage | Grade Point Average |
| A | 94-100% | 4.0 |
| A- | 90-93% | 3.67 |
| B+ | 87-89% | 3.33 |
| B | 84-86% | 3.0 |
| B- | 80-83% | 2.67 |
| C+ | 77-79% | 2.33 |
| C | 74-76% | 2.0 |
| C- | 70-73% | 1.67 |
| D+ | 67-69% | 1.33 |
| D | 64-66% | 1.0 |
| D- | 60-63% | .67 |
| F | 59% and Below | .33 |

***Which courses will report out by Grade Level Benchmark next year?***

Grade Level Benchmarks have been completed in most content areas across PK-12 and will be listed on the report card beginning in 2011. The checkmarks signify the content areas reporting out progress on Grade Level Benchmarks. If not checked, overall grades will still be reported out in that content area. In addition, a Work Habits code will be provided along with comments regarding your child’s progress or performance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Content Area | Kinder Prep | Elementary | Middle School | High School |
| Math | ✓ | ✓ | ✓ | ✓ |
| Science | ✓ | ✓ | ✓ | ✓ |
| Language Arts | ✓ | ✓ | ✓ | ✓ |
| Social Studies | ✓ | ✓ | ✓ | ✓ |
| FCS | N/A | N/A | ✓ | ✓ |
| Agriculture | N/A | N/A | N/A | ✓ |
| Industrial Technology | N/A | N/A | N/A | ✓ |
| Business Education | N/A | N/A | N/A | ✓ |
| Technology | N/A | N/A | ✓ | ✓ |
| Foreign Language | N/A | N/A | N/A | ✓ |
| Art | N/A | N/A | ✓ | ✓ |
| Physical Education | N/A | N/A | N/A | N/A |
| Vocal Music | N/A | N/A | N/A | N/A |
| Instrumental Music | N/A | N/A | N/A | N/A |
| TAG | N/A | ✓ | ✓ | ✓ |
| ELL | N/A | ✓ | ✓ | ✓ |

***How will student performance be communicated to students and parents?***

Teachers will provide students and parents with information regarding student learning and performance throughout the marking period. This feedback may take several forms, including the following:

* **Report Cards:** Issued at the end of each trimester – or every twelve weeks, report cards show Academic Performance as well as Work Habits for grades PK – 12.
* **Progress Reports:** Interim or progress reports are provided midway through the trimester. Some teachers may only send reports for students who are struggling or are in danger of failing, while others may send a progress report home to students who have seen recent growth or improvement.
* **On-Line Grade Reports – Parent Portal**: Each building use Infinite Campus to report grades and provide information on homework and activities. These reports and information is available on a password protected website parents and students can access on any web-enabled computer. A username and password is issued to every student and parent in the district.
* **Parent/Teacher Conferences**: Each building conducts parent/teacher conferences twice during the school year. Teachers and parents may request additional conferences to discuss student progress and/or concerns as needed. In Middle and High School, parent/teachers conferences are strongly encouraged for students who are in danger of failing or are struggling academically.
* **Informal Methods**: Teachers also use a variety of methods to report progress and performance either academically or with Work Habits. Telephone calls, e-mail, parent portal, assignment books or feedback sheets are some of the methods used by teachers to contact parents outside of school.
* **Teacher Feedback**: Teachers give feedback on classroom work or homework to assist students. This feedback may provide verbally or may be written as comments on assignments. Teachers may provide feedback to individual students, small groups of students, or to the entire class. Communicating with your child is an important part of keeping track of academic progress.

**Parents are always encouraged to talk with their child’s teacher about specific questions or concerns**.

You can always visit our website to locate this and other information related to grading and reporting: <http://www.oskaloosa.k12.ia.us>