

**EJHS Standards Based Grading Purpose**  
updated on January 11, 2013

To provide clear, meaningful, accurate assessment and feedback to students, teachers, and parents on what students know, understand and can demonstrate based on content standards. In other words, grades show what students know.

**Grading Scale:**

<b>E</b>	<b>Exceptional</b>	<b>98-100</b> <b>A</b>	<b>The student demonstrates analysis and applications that exceed expectations.</b>
<b>M</b>	<b>Mastery</b>	<b>90-97</b> <b>A</b>	<b>The student demonstrates analysis and applications that allow him/her to function independently at a high level.</b>
<b>A</b>	<b>Approaching Mastery</b>	<b>80-89</b> <b>B</b>	<b>The student demonstrates knowledge and skills that allow him/her to function independently with few misconceptions.</b>
<b>P</b>	<b>Partial Mastery</b>	<b>70-79</b> <b>C</b>	<b>The student demonstrates misconceptions and partial understanding of the knowledge and skills.</b>
<b>N</b>	<b>No Mastery</b>	<b>1-69</b> <b>F</b>	<b>The student does not demonstrate understanding of knowledge or skills.</b>
<b>I</b>	<b>Incomplete</b>	<b>0</b> <b>F</b>	<b>Missing work</b>

**Non-Academic Reporting: Life Skills**

<b>Responsibility</b>	<b>Work Habits</b>	<b>Cooperation</b>
<b>Punctual</b>	<b>Uses time effectively in order to complete tasks</b>	<b>Attitude</b>
<b>Prepared</b>	<b>Sets goals/reflects</b>	<b>Respectful of others and materials</b>

Communicated through the following scale:

	Responsibility	Work Habits	Cooperation
E/M	Consistent	Consistent	Consistent
A	Frequent	Frequent	Frequent
P	Occasional	Occasional	Occasional
N	Rare	Rare	Rare

**Retakes/Re-teaching Procedure:**  
What is being retaken?

- Summative Assessments
- 1 Attempt (additional attempts at teacher discretion)
- Timeline - 1 - 2 weeks after return of summative assessment

**Criteria for Retakes:**

- Complete all required formative assessments
- Complete all re-teaching/relearning activities as determined by the teacher
- Complete within the predetermined timeline

**When to give them?**

- Advisory
- Before/After school

**Grading Practices**

**Purpose and Intended Use:**

These are the specific practices that teachers will use for assessment and grading. Standards-based grading practices provide specific clear learning goals for students, parents, teachers and administrators of what a student must know and be able to

do to master the content of a course. They allow teachers to be consistent with common best practices for grading based upon educational research. Most importantly, they provide tremendous clarity for students and families as to what the grading criteria and expectations are between and amongst teachers, courses, and schools.

**Non-academic Factors:**

Responsibility, work habits, and cooperation are tracked separately from progress on academic standards and are not factored into students' academic standing. These factors are reported by individual teachers through Infinite Campus.

**Coursework Types:**

Coursework may be formative or summative, and some coursework may be expected to be completed outside of school. Definitions of those forms of assignments are as follows:

- **Formatives are designed to provide direction for improvement. Formative assignments are graded for accuracy and used only to provide descriptive feedback.**
- **Summatives are major end of learning unit tests, projects, or writing pieces. Summative assignments are graded for accuracy and provide measurable evidence of learning.**

All coursework will be assessed based on the level of learning achieved by the student as defined by the grading scale.

**Grading Scale:**

The grading scale provides meaningful criteria that can be used to evaluate evidence of student learning toward a standard. The grading scale (E,M,A,P,N,I) allows teachers to use the same scale for multiple assignments/projects. All summative work that is scored is based on the level of learning achieved.

**Learning targets:**

Teachers should provide clear expectations so students specifically know their learning targets. Teachers and students are asked to write learning targets using student-friendly language for a clearer understanding of expectations. This could be done by rephrasing the expectation as "I can...."

**Group Grades:**

Group grades are not utilized. Students will receive individual grades on all projects based upon the work that each student completed.

### Extra Credit:

There is no extra credit. Assignments, projects and assessments are evidence of student mastery on the learning targets and content standards.

### Student Tracking of Grades:

Teachers are strongly encouraged to have students reflect on their learning, record scores, and develop a plan of action for improvement. Students feel empowered and motivated when given the opportunity to monitor and reflect on their own progress and develop a plan for achievement. Student tracking of goals and achievement increases student motivation and completion of work.

### Student Accommodations/Modifications:

Accommodations are provided to students with special needs without adjusting or reducing grades. Accommodations for students with Individual Education Plans (IEP) or 504 plans may change requirements for quantity of work, time allotted, presentation format, type of evidence, etc. Accommodations do not reduce learning expectations, adjust content or rigor of the material to be mastered, or change the grade calculation. The IEP or 504 plan would list all accommodations for that student.

Testing accommodations, adjustments or adaptations for students with IEPs or 504 plans do not change test expectations, the difficulty level, or the constructs or content being measured. Accommodations appropriate for the student should be based on the IEP or 504 plan.

Modifications are not used because they alter course content, assignments and assessments.

### What goes in IC?

- **Chunk standards** - Each department will determine how standards are grouped and assessed (for example, US history has over 90 standards—could narrow to four or five major standards ex. *interpret and apply vocabulary*)
- **Course items to upload to IC** - syllabus, links to standards
- **Only Summative assessments** are used to calculate grades. Formative assessments may be entered into IC at the teacher's discretion to show student progress, but will not be calculated into course grade.
- **All courses will utilize cumulative grading.**

*How do we arrive at a final grade?*

- **Summative Assessments (finals)**
  - Final exams will be replaced by periodic summative assessments.
  - Each summative 'completes' a portion of the course.
  - This will apply to all EJHS courses.
  - Grades will be entered by standard using the SBG alphabetic grading scale (E,M,A,P,N,I)
  - If standards are addressed multiple times over the course of the year, the summative grade may be revised based on the most recent summative results.
- **Final Grade**
  - Final grade will be determined by averaging the standard grades from each summative assessment
  - EOC courses will have to include the EOC exam at 20% of the final grade

## **CREDITS**

Credits are awarded on the following basis:

1. One - term courses (9 weeks) will receive a 1/2 credit at the successful completion of the course.
2. Two - term courses (18 weeks) and four-term courses (36 weeks) will receive one credit at the successful completion of the course.
3. AP Courses that meet all four terms will receive one credit at the end of each successfully completed semester (18 weeks).

