

## **GRADING AND REPORTING**

The primary purpose of grading is to evaluate student learning and communicate information about the academic achievement of students.

We assess students based upon Criteria Referenced Grading versus Norm Referenced Grading. Students are assigned grades based upon their achievement on the Ohio Academic Content Standards, versus assigning grades based upon how well students perform in comparison to other students.

Formative assessments measure student performance when a student is still learning the material. It is designed to provide direction for improvement and/or adjustment of instruction for individual students or for a whole class.

Summative assessments measure student performance when a student has had adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about student's achievement at the end of a period of instruction.

The assignment of course grades will be determined through a system of formative and summative assessments. Grades will be determined primarily from student performance on summative assessments. The percentage of summative and formative assessments used to determine grades will be consistent in grades kindergarten–3, grades 4 and 5 and for the middle and high school.

The assignment of grades to students should reflect their understanding of skills defined by the Ohio Content Standards and should be consistent with their performance on end-of-year or end-of-course assessments (the Ohio Achievement Tests, the Ohio Graduation Test, ACT, SAT, etc.).

It is critical to develop consistent grading policies by building in order to insure fairness in student evaluation. Such a policy also promotes a more effective means for identifying students not achieving standards and assigning appropriate intervention strategies.

### **Kindergarten – Grade 3 Grading and Reporting Policy**

1. The results from summative assessments will be primarily responsible for establishing the final grade. When the results from formative assessments are included in the calculation of the final grade, they will not exceed 5% of the grade.
2. Extra credit or bonus points will not influence the final grade.
3. Penalties for poor attendance or tardiness will not be used to calculate the final grade.
4. Consequences for behavior will not influence the final grade.

5. Policies for retaking tests and or missing work will be determined by individual teachers and must be communicated to parents in writing.

#### Grades 4 and 5 Grading and Reporting Policy

1. The results from summative assessments will be primarily responsible for establishing the final grade. When the results from formative assessments are included in the calculation of the final grade, they will not exceed 5% of the grade.

2. Extra Credit or bonus points will not be used to calculate the final grade

3. Penalties for poor attendance or tardiness will not be used to calculate the final grade.

4. Consequences for behavior will not influence the final grade.

5. Policies for retaking tests and late or missing work should be determined by individual teachers and must be communicated to parents in writing.

#### Middle and High School Grading Policy

1. The results from summative assessments will be primarily responsible for establishing the final grade. When the results from formative assessments are included in the calculation of the final grade, they will not exceed 20% of the grade.

2. During in-school suspensions, students will be provided assignments and receive full credit if they are completed according to the assignment due date. During an initial out-of-school suspension, students will receive full credit if they submit all work assigned during their absence immediately upon their return to school from suspension. Students will be required to take any assessments missed during their suspension the day of their return to school. During subsequent suspensions, students will not receive credit for assessments completed during their suspension.

3. Extra credit and/or bonus points must involve additional academic work that is related to the academic content standards. It is up to individual teachers if extra credit/bonus points are used to calculate the final grade. If extra credit/bonus points are allowed they must be available to all students in a given class and should be applied throughout the grading period to encourage learning, versus a last minute effort to raise a failing grade. No more than 3% of the final grade can come from extra credit/bonus points.

4. Policies for retaking tests and late or missing work should be determined by individual teachers and must be communicated to parents in writing.

5. If a student is absent the day a summative assessment is scheduled, they will be required to complete the assessment the day of his/her return. In the event a student has been absent multiple days or extenuating circumstances exist, the teacher will review the circumstances and determine the date for the summative assessment. Students will not receive credit for assessments completed during unexcused absences.

[Adoption date: June 20, 2005]

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LEGAL REFS.: OAC [3301-35-04](#); [3301-35-06](#)

CROSS REFS.: [IK](#), Academic Achievement

[IKAB](#), Student Progress Reports to Parents