



# **Guidelines for Grading and Reporting**

## **Eau Claire Area Middle & High Schools**

**Revised May 2015**

## **Guidelines for Assessment, Grading & Reporting In the Eau Claire Middle and High Schools**

All underlined words are defined in the glossary in this document.

### **District-wide** (2015-16 transition year; 2016-17 full implementation)

1. The academic grade will reflect the highest performance for a student's achievement of standards for the subject.
2. Assessments will be used as evidence of achievement of standards for the subject.
3. Students will have the opportunity for re-assessments by developing a corrective learning plan, in collaboration with their teacher, for improving achievement that includes instruction and practice.
4. Report card grades will be issued at the end of each marking period. A grade of insufficient evidence (I) will stand until enough evidence has been provided to evaluate the standard(s), or two weeks have passed.

### **Building-level**

Building-level teams will:

#### 2015-16 implementation

1. determine the time frame parameters for re-assessments,
2. create corrective learning plan parameters (i.e. re-assessment tickets, type of work required, etc.),
3. have their plans approved by the building principal,

#### 2016-17 implementation

1. determine the level of performance that is **required** to engage in the re-assessment process,
2. create the building support systems for **required** re-assessments.

## Glossary

<b>Corrective Learning Plan</b>	<ul style="list-style-type: none"> <li>• Process of re-teaching and additional student practice to improve student achievement of standards.</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Consistent pieces of data, which assess student progress of standards or IEP goals.</li> </ul>
<b>Grades</b>	<ul style="list-style-type: none"> <li>• Communication of student achievement of standards, separate from effort, behavior, and attendance.</li> <li>• A = <u>Marks/scores</u> indicate an advanced level of understanding of <u>standards</u>. <i>Evidence shows identified standards are met and applied to new situations.</i></li> <li>• B = Marks/scores indicate a proficient understanding of standards. <i>Evidence shows the identified standards are met.</i></li> <li>• C = Marks/scores indicate a basic understanding of standards. <i>Evidence shows the identified standards are in the process of being met.</i></li> <li>• D = Marks/scores indicate a minimal understanding of standards. <i>Evidence shows the identified standards are met on a limited basis.</i></li> <li>• F = Failure to provide enough evidence of understanding the standards.</li> <li>• I = Insufficient evidence available to assess the standards.</li> <li>• + = indicates the upper range of that grade (ex. B+).</li> <li>• - = indicates the lower range of that grade (ex. B-)</li> </ul>
<b>Marking Period</b>	<ul style="list-style-type: none"> <li>• Currently at nine weeks (quarter) and at 18 weeks (semester) when grades are recorded on report cards.</li> <li>• Recommendation: progress reports at 6 &amp; 12 weeks with the marking period at 18 weeks only. Progress reports and the marking period will all be used for sports eligibility. (Athletic Council needs to work on this.)</li> </ul>
<b>Marks/Scores</b>	<ul style="list-style-type: none"> <li>• The brief written feedback given on a single item that can take the form of numbers, letters or symbols (+, √, -).</li> </ul>
<b>Re-assessment</b>	<ul style="list-style-type: none"> <li>• Opportunity for students to re-do an assessment.</li> <li>• These assessments need to measure the same standard(s) as the original assessment.</li> <li>• These retakes may consist of selected components where students lack proficiency.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Wisconsin academic content and performance standards developed to identify key learning targets that teachers and students work toward in each curricular area.</li> <li>• Framework for consistent instruction throughout the district.</li> </ul>