

Grading and Reporting Handbook



2021-22 School Year

Board approved date: TBD



NWLSD GRADING AND REPORTING HANDBOOK

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NWLSD GRADING AND REPORTING HANDBOOK

GRADING (*Board Policy 5421*)

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.

Teacher grading procedures and practices should:

- develop clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- help each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- provide frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- provide for a pass/fail grade in programs for which it is appropriate; provides for a pass/no evidence grade to be used during periods of remote learning due to extended school closure
- provide students the opportunity to assess both their own achievements and their areas of difficulty.

The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

REPORTING STUDENT PROGRESS (*Board Policy 5420*)

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which shall include written reports and/or parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

Teacher procedures for reporting student progress to parents should:

- A. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- B. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- C. specify the issuance of report cards at intervals of not more than quarterly
- D. ensure a continual review and improvement of methods of reporting student progress to parents.

TEACHER GRADEBOOK EXPECTATIONS

Each teacher is responsible for keeping a grade book that reflects the standards/learning objectives that are being assessed. Teachers should have documentation in the form of grades and/or checklists of skills to document the mastery of each standard. Grades should reflect a student's progress towards meeting the standards/learning objectives and should not be based solely on a single assessment. Guidelines for grade books are outlined below:

- Students' first and last names must be indicated.
- Each assessment must be labeled and dated with the total possible points indicated.
- Final grades must be calculated for each grading period.

Progress Book is the electronic grade book that should be used by all NWLSD teachers for grades 3-12. It serves as a helpful tool when calculating a final grade for the student report card. Parents of students in grades 3-12 have access to the grade book portion of Progress Book and it is important that the grade book is updated regularly and serves as an accurate and current appraisal of student achievement and progress.

Teachers using Progress Book should establish categories and weights within the gradebook. Consideration of weights should allow for the **majority** of the grade to be comprised of measures which evaluate mastery of academic standards/learning goals (including but not limited to: formative and summative assessments, projects, and presentations) rather than practice (including but not limited to: homework, classwork, effort). Gradebook categories and weights should be consistent across teachers of the same course and approved by the principal prior to the start of the school year and communicated to students and families.

Key Points Concerning Grading and Reporting

- Teachers are required to provide their administrator, parents and students (if developmentally appropriate) a detailed explanation of their classroom grading policy at the beginning of the year in language that is easily understandable.
- Grading procedures shall be related directly to a standard/stated learning goal.
- Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
- Teachers shall properly record evidence of student achievement on an ongoing basis.
- Teachers shall discuss learning outcomes with students, in an age-appropriate manner, at the beginning of instruction.
- *Students with disabilities may require accommodations or modified grading. General education teachers should collaborate with intervention specialists to determine final grades.*
- *Content area teachers in grades 3-12 should work in consultation with ELL teachers/tutors to evaluate student performance for students who are at the emergent level of English Proficiency and have less than three years in US schools.. ELL teachers/tutors can assist content area teachers in identifying when modified grading using an alternative grading rubric may be appropriate. Teachers should refer to and use the ELL Alternative Grading Rubric posted on the NWLSD Curriculum website.*

HOMEWORK (Board Policy 2330)

- Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
- Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time. General education teachers should collaborate with intervention specialists to assure homework expectations consider needed accommodations for students with disabilities.
- As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

CLASSROOM ASSIGNMENTS

Teachers are encouraged to assign independent work to be completed during the school day to all K-12 students. The scope of this work should be developmentally appropriate and occur after sufficient instruction so that all students can achieve success, thus encouraging further development of this work habit in all students.

LATE WORK

- Teachers should have a policy related to late work.
- Teachers should publicize their policy related to late work.
- Teachers should carefully consider the impact that an assignment grade of zero can have on a student's final grade.

STUDENT ABSENCE

- Students are required to make up work when absent from school unless excused by the assigning teacher(s) due to lab work or other assignments that cannot be completed outside of the school environment. Teachers shall encourage and assist students in making up work missed during absences, however it is the student's responsibility to arrange with the teacher for make-up work.
- Makeup tests will be scheduled by teachers according to the time they have available to supervise them. Most teachers offer after school make-up periods one or two days a week. They are then able to effectively supervise students, help them with questions if necessary, and protect the security of the assessment.
 - Students who are absent only the day before a previously announced test will generally be expected to take the test upon their return (the day for which it was scheduled).
 - Students who are absent only on a test day will generally be expected to take the test or an alternate test on the day they return.
 - Students who are absent for a consecutive number of days, including a test day, will generally be expected to make up tests within the number of school days equal to their absence.

FORCE FAILURE

Any student in grades 9-12 who has more than 9 class periods of unexcused absence in a single class during a semester may receive notification of automatically failing the course. Students may enter an appeal process with their building administrator.

REPORT CARDS

Teachers in the NWLSD should use the following scales when reporting student progress on the student report card:

Grade K-2 Report Cards

Quarterly report cards are used to communicate student performance as outlined in this Handbook. Consideration is given to academic growth, work habits, and overall development. **If a student is not making expected progress on standards or IEP goals, the teacher or intervention specialist will notify the parent and/or schedule an IEP meeting to review goals and objectives.**

Grades K-1

The key below is to be used to indicate a student's progress in specific academic skill areas on the report card:

(3) Meeting Standards

The student consistently meets the standards as required for the grade level.

(2) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.

(1) Below Standards

The student is not meeting the standards required for this grade level.

Grade 2

The key below is to be used to indicate a student's progress in specific academic skill areas on the report card:

(4) Exceeding Standards

The student exceeds the standards as required for the grade level.

(3) Meeting Standards

The student consistently meets the standards as required for the grade level.

(2) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.

(1) Below Standards

The student is not meeting the standards required for this grade level.

Indicating Progress in Social Skills (K-2)

Acquiring appropriate social skills is an essential part of a child's development. To determine a child's progress in the development of appropriate social skills, they should be observed in a variety of social situations including, but not limited to, group work, individual work, whole class activities and recess. For students in kindergarten-grade 2, areas of concern should be indicated with an "X". Satisfactory areas should be indicated with "S".

Indicating Progress in Work Habits (K-2)

Learning to work independently and cooperatively is an important part of a student's academic development. In order to determine a student's progress in work habits, they should be observed during work time, small groups, seat work and learning centers. For students in kindergarten-grade 2, areas of concern should be marked with an "X". Satisfactory areas should be indicated with "S".

Grade 3-12 Report Cards

Quarterly report cards are used to communicate student progress to parents. Report cards will be available approximately one week after the end of each quarter. The schedules for distribution can be found on the school calendars. The method of distribution is determined by each school principal. Parents will be encouraged to check progress midway through each quarter. **If a student is not making expected progress on standards or IEP goals, the teacher or intervention specialist will notify the parent and/or schedule an IEP meeting to review goals and objectives.**

Grading Scale – Grades 3-12

The grading scale is A-F as shown on the report card. The corresponding percentage key adopted by Northwest Local Schools follows:

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60 – 69%
F	=	Below 60%

A portion of the report card for students in grades 3-5 is also standards based. The key below is to be used to indicate a student's progress on the specific standards listed on the report card.

(M) Meeting Standards

The student consistently meets the standards as required for the grade level.

(APP) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.

(X) Below Standards

The student is not meeting the standards required for this grade level.

Report Card Comments

The progress report and report card for students in grades 3-12 includes areas for comments. The report card team has generated a numbered list of comments that may be used by teachers. A list of these comments can be found on the ProgressBook: GradeBook web page when you go to the Report Card Entry page and click on the word "Comment" or "Comment2".

Pass/Fail option for a First Year English Language Learners

Teachers may use a Pass/ Fail grade option with the approval of a building administrator for first year English Language Learners after consultation with parents, teachers, and counselors.

A First Year English Language Learner is given a passing grade (P) if he or she performs the following tasks:

- is prepared for class with needed materials
 - tries all the work assigned to him or her
 - uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary)
 - attempts as much of an assignment as he or she can
 - completes portions of modified work
 - is attentive during instruction/ group work
 - copies notes when necessary
 - communicates needs and feelings verbally or nonverbally
- A student is given a failing grade (F) if he or she generally does not perform the above tasks.

The Teacher should note “Pass/Fail grade due to language proficiency,” on the report card.

Special Education IEP Progress Reports

Students with Disabilities will receive an IEP Progress Report **each quarter** that outlines student progress on their goals and objectives. These reports will provide parents with a good overview of their child’s performance in both the standards-based setting and in reaching their individual goals based on their disabilities.

Report Card Distribution

Report cards will be distributed to every student in kindergarten through 12th grade four times per year. Specific distribution dates are found on the district calendar. Report cards for students in Grades 3-12 are available to families through the district electronic grade book software, Progress Book. Printed report cards are distributed for students in Grades K-2.

Report Cards and Fees

Report cards may not be held due to failure to pay school fees.

Grade of Incomplete (I)

In extreme situations, teachers may permit a student to complete work at a later time to ensure mastery of material and assign a grade of Incomplete on the student report card. In such cases, the grade may be changed to reflect that this work was completed and submitted at a later time. An example of this would be for a student who has been hospitalized for an extended period of time.

PROMOTION AND RETENTION OF STUDENTS (*Board Policy 5410*)

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such a pattern should coincide with the system of grade levels established by the Board of Education and the instructional objectives established for each.

Academic assignment of students shall be in the best educational interest of the student.

Promotion indicates that a student is capable of and prepared for the level of study to which he/she has been assigned.

A student will be promoted to the succeeding grade level when s/he has:

- completed the course and State-mandated requirements at the presently assigned grade
- in the opinion of the professional staff, achieved the instructional objectives set for the present grade
- demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade
- demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Placement indicates that a student has not met the criteria for the grade level to which he/she has been assigned. It is meant to be used as an internal flag alerting teachers, administrators, and family members that intensive intervention needs to continue for this student to address existing needs. If a student is placed rather than promoted it is required that the student has a written intervention plan in place and that concerns have been consistently communicated to the parent/family regarding areas of concern.

Retention

Prior to any retention decision, conversation should be had with your building administrator who will also discuss with a member of the AO Curriculum Administrative Team. Any time that a retention recommendation is being considered, the principal should be engaged in ongoing conversation with the family and should involve the family in intervention planning related to the specific areas of concern. The building principal shall be responsible for assigning elementary students. Decisions regarding student placement shall be based on multiple criteria which may include report card grades, progress reports, achievement test scores, intelligence test scores, competency test results in reading, English composition, and math, psychologist's reports and consultations, teacher judgment, and/or parental opinions. None of these criteria may be used exclusively to retain a student. Academic progress as well as social and emotional development shall be considered in placement and promotion decisions. In gathering information for retention decisions, every effort shall be made to provide for continuous communication between the

school and parent. Trial promotion shall NOT be used in Northwest Local School District. All decisions related to promotion and retention must be in compliance with the terms of Ohio's Third Grade Reading Guarantee (*Board Policy 2623.02*).

The following courses make up the middle school core courses: language arts, science, social studies, and math. Middle school students are promoted to the next grade level if they successfully complete four units of work. At least three units must be in the core subjects listed above. A minimum numerical average of 60% is required to pass a middle school course. Students who do not meet this requirement will typically be required to attend summer school and may be required to participate in afterschool programs.

Key Points Concerning Promotion and Retention

- The key to a successful decision on future placement for students is continuing communication between the home and school focusing on both areas of success and areas of concern.
- The academic content standards provide an excellent tool for sharing grade level expectations with parents.
- Teachers should discuss student progress and intervention plans with families throughout the entire school year.
- Parents should be informed continuously if their child is not working at grade level/meeting the standards set for that grade level. Information about the student's weaknesses will be provided to the parents. Parents will be given specific suggestions for help that they may use with their child. The school team will provide information to the parents about what is being done to help the student succeed.
- Pupils may be retained in the same grade level if they do not meet the middle school promotion requirements described above and are not successful in the recommended summer school classes.
- If an eighth grade student turns 15 years of age, or a seventh grader turns 14 years of age, or a sixth grader turns 13 years of age by the opening day of the following school year, they may be advanced to the next grade with the approval of the principal regardless of the number of subjects passed.