

The intent of this document is to provide consistent assessment, grading, and reporting practices that promote student learning, encourage academic success, and establish clear communication.

Core Beliefs

- Assessment is a learning process that involves feedback on learning goals provided to encourage reflection and deepen understanding.
- Assessment reflects student achievement and mastery of student competencies outlined in the district curriculum.
- Assessment helps students develop an awareness of how they learn.
- Assessment includes multiple measures and reflects learners' performance before, during, and after instruction.
- Assessment guides ongoing teaching and learning. Grading reflects where students are at a particular point in time.
- Assessment informs students, teachers, and parents/guardians of achievement and growth in order to celebrate success, challenge learners, plan interventions, and support continued progress.

Core Guidance

Learning Process Grades 50%

Learning Process Grades include the following three categories: Academic Progress, Academic Behavior, and Homework.

Academic Progress grades consist of in-class work, quizzes, and other short-term assignments that provide students with opportunities to demonstrate their progress throughout the course of a unit. These assignments may be teacher-specific or may be consistent across all teachers of the course. These constitute 35-50% of the marking period or trimester grade depending upon whether academic behavior grades and/or homework grades are used.

Academic Behavior grades include self-assessments, completion grades, participation grades, and preparation grades. In addition, teachers will also report social/work habits on each student's report card. Teachers have the opportunity to provide coded or free-form comments to further clarify and expand upon academic learning behaviors. Academic Behavior grades will constitute 5% of the overall grade, if used.

Homework allows teachers to determine students' level of mastery of competencies taught. It should be used to guide teachers' decisions about future instruction. As a result, homework will be reviewed, and feedback will be provided. If a teacher determines that homework should be a recorded grade in the grade book, it should be graded for accuracy and will constitute 10% of the total marking period or trimester grade, if used. (Homework graded for completion should be designated in the 5% Academic Behavior category.)

Elementary

In grades K-2, Academic Progress grades determine student readiness for common unit assessments.

In grades 3-6, Learning Process Grades are comprised of Academic Progress and Academic Behavior grades only.

Secondary

The use of the Learning Process Grade categories should be consistent across like classes and stated in the syllabus distributed at the beginning of the course.

Cornerstone Assessments (Product Grades) 50%	Cornerstone assessments are common unit assessments in like courses. These may include tests, projects, labs, essays, research papers, presentations, speeches, performances, etc.	
	<u>Elementary</u> In grades K-2, these are the required assessments that all teachers in the grade level use for each unit. They are the basis for the marking on the standards-based report card. In grades 3-6, these are the required assessments that all teachers in the grade level use for each unit.	<u>Secondary</u> These are the required assessments that all teachers of like courses use for each unit.
Test Corrections/ Retests	In order to be eligible for test corrections or a retest, a conversation must occur between the student and/or parent and teacher within five school days of return of the graded original test. All work from the unit must be completed prior to test corrections or a retest. The student must also meet with the teacher for reteaching or remediation. The maximum grade to be earned through test corrections or a retest is an 85%. Test corrections or retests can only raise the original grade.	
	<u>Elementary</u> In grades K-2, students who do not initially master the concept assessed will have the opportunity to demonstrate mastery at a later date due to the standards-based nature of the report card. In grades 3-6, test corrections are the recommended option for ensuring that students have mastered the required content.	<u>Secondary</u> Test corrections and retesting guidelines should be consistent across like classes and stated in the syllabus distributed at the beginning of the course. Test corrections and retests will not be used for midterms and final exams if they are given in a course.
Late Work	Accepting late work is important in order to ensure that students have met the learning goals addressed by the assignment.	
	<u>Elementary</u> Late work will be accepted without penalty until the end of the unit. A student will only receive a zero to resolve incomplete work if the student refuses to submit the assignment.	<u>Secondary</u> Late work guidelines (e.g. point reductions per day) should be consistent across like classes and stated in the syllabus distributed at the beginning of the course. When late work is submitted, the minimum grade a student will receive for the work is 50% of the points that would have been earned if the work had been submitted on time. A student will only receive a zero to resolve incomplete work if the student refuses to submit the assignment by the end of the unit.

Make-Up Work Due to Absences	<p>At a minimum, students have one day for each day of absence to complete work. However, in the case of extended health issues or extenuating circumstances, teachers should work with students and parents to determine appropriate make-up work and deadlines.</p> <p>Work requested for pre-approved absences is expected to be completed (at least attempted) upon the student's return.</p>	
Cheating	<p>Cheating occurs when a student copies a peer's paper, creates/conceals a cheat sheet, references an electronic device, electronic source, book, or notes not permitted, etc. If cheating occurs, the teacher will immediately meet with the student and notify parents. The teacher will also notify school administration to document the infraction. The student will receive administrative consequences established in the building-specific discipline matrix and will be met with progressively more severe consequences for repeat offenses.</p>	
	<p><u>Elementary</u> The student may retake the assessment and will score 75% of the earned grade; the student will earn a zero only if refusing to take the assessment.</p>	<p><u>Secondary</u> The student may retake the assessment and will score 50% of the earned grade; the student will earn a zero only if refusing to take the assessment.</p>
Plagiarism	<p>Plagiarism occurs when students take another person's thoughts, writing, or work and submit this work as their own. Unless it is part of the teacher's directions, using artificial intelligence to complete an assignment or as part of an assignment or assessment will be treated as plagiarism. If plagiarism occurs, the teacher will meet with the student and notify parents. The teacher will also notify school administration to document the infraction. Any misconduct involving technology or the internet may also result in consequences under the Responsible Use of Electronic Resources (Board Policy 815).</p>	
	<p><u>Elementary</u> The first offense will be treated as a learning opportunity. The student will initially receive a zero for the assignment and will meet with the teacher, administrator, and parents to debrief the incident. The student will be expected to complete and resubmit the assignment for full credit.</p> <p>Additional offenses will result in parent contact, referral for administrative discipline, and a zero grade for the assignment. If the student resubmits the assignment, the student will earn 75% credit of the grade earned.</p>	<p><u>Secondary</u> The first offense will be treated as a learning opportunity. The student will initially receive a zero for the assignment and will meet with the teacher to debrief the incident. The student will be expected to complete and resubmit the assignment for 75% credit of the grade earned.</p> <p>Additional offenses will result in parent contact, referral for administrative discipline, and a zero grade for the assignment. If the student resubmits the assignment within five school days, the student will earn 50% credit of the grade earned.</p> <p>Plagiarism incidents will be recorded in the student information system by administration and follow students through their middle school career and then through their high school career.</p>

Possession/ Distribution of Academic Property	<p>When a student is found in possession of or to have distributed a hard copy or electronic copy of an assessment or answer key, the teacher will immediately meet with the student and notify parents. The teacher will also notify school administration to document the infraction.</p> <p>The student will receive administrative consequences established in the building-specific discipline matrix and will be met with progressively more severe consequences for repeat offenses. Any misconduct involving technology or the internet may also result in consequences under the Responsible Use of Electronic Resources (Board Policy 815).</p> <p>The student may retake the assessment to obtain feedback on mastery of content but will receive a zero on the assessment.</p>
Extra Credit Assignments	<p>Any extra credit assignment offered will be directly related to the student competencies outlined in the district curriculum. If an extra credit assignment is offered, it must be available to all students. Extra credit assignments will not constitute more than 1% of the final grade and must be consistently used across like classes.</p>

Notes

- For all AP, Dual Enrollment, and College in the High School courses, teachers and students are subject to the College Board's, college's, or university's policies and procedures, provided the district's policies and procedures are also followed at a minimum.
- Specially designed instruction written in an individualized education plan takes precedence over this document. Likewise, modifications for 504 plans or modifications to reflect the language performance definitions for the levels of English language proficiency can be handled on a case-by-case situation.