

**SERIES 300
INSTRUCTION**

345.1

GRADING SYSTEMS

The Board of Education recognizes its responsibility for providing a system of assessing student achievement that assists the student, teachers, and parents in understanding progress toward the learning goals and standards of the District's curriculum. Teachers, grade levels and/or departments shall regularly review their grading practices and establish common standards of expectation so that all teachers of the same subject or level have a general understanding of what the various grades mean in terms of student learning.

Students should understand the elements that go into determining a grade for each subject. At the beginning of each course or grade, teachers shall publish and explain their grading system to all students in their classes. This grading system shall also be made available to parents/guardians upon request.

Academic achievement should be the primary factor in grades and is defined as the student's ability to exhibit progress in his/her ability to perform tasks, demonstrate skills, and apply knowledge to real world problems and situations. All grades should be based on carefully recorded formative and summative assessment data. Achievement can include subject-specific content, thinking and reasoning skills, as well as general communication skills.

Marshall School District's reporting structure should be a reliable system that ensures that each student's "grade" accurately reflects his/her degree of progress in achievement of the identified learning goals and standards. Progress of nonacademic factors such as effort, behavior, attendance, and late work shall be reported separately from academic factors. Extra credit will not be an option to improve a grade.

The building principal shall develop procedures for assessing and reporting student progress which:

- A. Develop clear and consistent criteria based on rubrics
- B. Reflect growth toward life-long learning and 21st Century skills
- C. Separate academic and nonacademic factors such as effort, behavior, and attendance in the reporting of grades
- D. Provide for different "grading" options (pass/fail, advanced/proficient/basic/minimal) for different grade levels or programs
- E. Provide frequent opportunities for each student and parent to obtain information regarding progress toward the learning goals and standards of his/her courses or programs
- F. Provide students the opportunity to self-assess achievement toward the learning goals and standards of courses or programs

G. Recognize that a student's understanding or skill should increase over time and that overall grades should be calculated based on this learning trend rather than strictly on averages

H. Align with goals for students with disabilities.

The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade based on the criteria listed above.

Marshall Public Schools shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Legal References: Section 118.13 Wisconsin Statutes
PI 9.03(1), Wisconsin Administrative Code
HEA 9

Cross References: Board Rule 345.1, High School Grading System
Board Rule 411, Student Discrimination Complaint Procedures

Date of Adoption: November 19, 1997

Dates of Revision: September 17, 2008
December 17, 2014