

## Grading and Reporting System

### Elementary School - Grading and Reporting Practices

Scores for reporting progress toward State Standards will be reported for reading, writing, speaking, mathematics, science, social science, art, music and health/PE. Subjects will be scored using an E=Exceeds, M= Meets and D=Does Not Meet. These standards increase in complexity each quarter. Most subjects will have two marks, an effort score and a content proficiency score. Art and music will only be reported as an effort score.

**Definition of Scores:**

<b>E = Exceeds (4)</b>	The student has enhanced her/his work, making it more complex and detailed. The student not only demonstrates understanding of the concepts, but also has produced work that is above and beyond the “meets” level.
<b>M = Meets (3)</b>	The student’s work shows more strengths than weaknesses. The student clearly demonstrates understanding of the work completed.
<b>D = Does Not Meet (1-2)</b>	The student’s work show inaccuracies, is incomplete and generally is not clear.

### Secondary School - Grading and Reporting Practices

**Proficiency Based Grading Goal:** The Medford School District grading practices will focus on teaching the Oregon State Academic Content Standards and to ensure student college and career readiness:

1. Students will be graded on evidence of mastery of core content standards and learning targets through formative and summative assessments.
2. Homework and classwork (formative assessments) will be required and may be included in the final grade. Learning targets and grading practices will be clear for each course and will be consistent within each course specific Professional Learning Community (PLC).
3. Report cards and Parent Access Link (PAL) will simply and clearly communicate student grades.

**Define Reporting Standards, Priority Standards, Learning Targets:**

1. Reporting Standards - subject specific, overarching categories listed on the report card.
2. Priority Standards - through a prioritization process within PLCs, these standards have been selected from the Oregon State Curriculum Standards for Assessment and Learning. Each of these standards are assigned to a Reporting Standard.
3. Learning Targets - “I can” statements deconstructed directly from priority standards. These targets clearly state what a student should know and be able to do in order to earn credit for a course; 4-to-6 targets per quarter are recommended.

**Assessment Types** - Students may earn grades by demonstrating knowledge acquisition through:

1. **Formative Assessments** - these assessments may include daily classwork, homework, and periodic teacher assessments, such as exit or entrance slips. Formative assessments will typically assess student progress on specific learning targets, but may assess an entire priority standard.
2. **Summative Assessments** - these assessments are designed to assess a student's overall grasp of learning targets and priority standards. Summative assessments may include comprehensive assessments, quizzes, projects, tests or demonstrations of a student's overall knowledge of the learning target(s).
3. **Process Assessments** - these assessments are discussed within class, but will only be communicated as complete or incomplete. Process assessments may be classwork or homework.

**Levels of Proficiency:** When assessing mastery of learning targets, either through formative or summative assessments, teachers may assign the following designations:

**Mastery (5):** Through extensive evidence, the student demonstrates superior academic performance, an in-depth understanding of the standard, and an ability to apply knowledge and strategies to complex problems.

**Advanced (4):** The student consistently meets and sometimes exceeds the basic level and demonstrates a complete understanding of the standard.

**Meets (3 = Proficiency):** The student generally meets the standard and demonstrates a basic knowledge of essential skills, some errors may be present, but the strengths are dominant.

**Approaching (2):** Though the student is occasionally demonstrating a working knowledge of the essential skills that encompass the standard, there are still more weaknesses than strengths.

**Beginning (1):** No understanding or skill demonstrated yet.

**Assessment Ratios:** Teachers, in agreement with their PLC colleagues, may choose to use the following ratios when assigning grades (the ratios will be consistent and agreed upon by course and/or content-grade level PLCs):

100/0 - 100% Summative - 0% Formative.

90/10 - 90% Summative - 10% Formative.

80/20 - 80% Summative - 20% Formative.

**Numerical Grade Assignments:** When formative and summative assessments are administered, numerical grade assignments will be applied as follows:

Mastery = 5

Advanced = 4

Meets = 3

Approaching = 2

Beginning = 1

Incomplete = 0

**Calculating Overall Grades:** Teachers will determine the weights of learning targets within formative and/or summative assessments. For example, a learning target within an assessment that requires more time or effort may count more heavily than another learning target within an assessment. Conversely, targets within an assessment that require only a cursory level of effort may only be counted as ½ of the value of a target previously noted. Targets may be weighted 0, .5, 1 and 2. Targets within assessments will have a default weighting of one (1).

**Calculating Reporting Standards:** Once a series of assessments has been administered to demonstrate a student’s mastery of Learning Targets and/or Priority Standards, Reporting Standard grades will be reported and communicated on progress reports and report cards. Reporting Standard marks are calculated by finding the average of the learning targets it contains. The Reporting Standards will be reported as follows:

Mastery -	4.5 - 5.0	A
Advanced -	3.5 - 4.49	B
Meets -	2.5 - 3.49	C
Approaching -	1.5 - 2.49	F (D for Middle School Only)
Beginning -	0.0 - 1.49	F

**Assessment:** All students will take assessments on assigned dates as determined by the teacher.

1. All assessments count on the day of the assessment and will be considered the first attempt.
2. If absences are excused, students will be expected to assess upon return.

**Reassessment:** If students do not reach mastery on specific learning targets, teachers will offer the students the opportunity to reassess to demonstrate their content knowledge. The purpose of reassessing is to demonstrate increased knowledge and skill related to course learning targets. Before students are afforded the opportunity to reassess, students must first demonstrate that they have invested additional time and practice to prepare for reassessment. Examples of additional practice include homework, classwork, study group and attending additional office hour appointments with teachers. Students must demonstrate and provide evidence of increased learning and preparation for a reassessment.

**Guidelines for Reassessment:** All students must complete additional practice and preparation, as determined by their teacher, before reassessing.

1. Students who achieve MTS (Meets) or ADV (Advanced) on an initial summative assessment may reassess, for each assessment, once per quarter at a time designated by their teacher. However, a PLC may allow students to take additional reassessments if students continue to demonstrate effort and progress toward reaching mastery of the learning target(s).
2. Students who procrastinate or do not demonstrate substantive effort to achieve mastery of a learning target will not be allowed to attempt more than one reassessment per assessment per grading period.
3. Students are encouraged to strive for and may receive a maximum designation of MAS (Mastery), 5.0, after the reassessment.
4. Students who score at a BEG (Beginning) or APP (Approaching) level in an initial summative assessment are required to attend office hours or engage in additional practice, as specified by their teacher, before reassessment.

5. Within the length of a course (semester/year), reassessments from previous quarters may occur per agreement (contract) with a teacher. Students may earn up to MAS (Mastery) on such reassessments (5.0).

### Computing Grade Point Average (GPA)

The chart below sets forth the grades used for computing grade point average on secondary report cards and transcripts.

High School Grade Computation for GPA	Scale
Yes	A Mastery
Yes	B Advanced
Yes	C Meets Standards
No	I Work in Progress
Yes	F Loss of credit
No	F* Repeat a course and earn a passing grade
No	W Withdraw
No	P Pass

### Weighted GPA for Seniors

The transcript for seniors only will include a weighted GPA in addition to the unweighted GPA. Only Advanced Placement (AP) classes will have a 5.0 scale. The weighted GPA is for college and scholarship application purposes only. Selection for honor roll, valedictorian, salutatorian, class rank etc. will be based on the student's unweighted GPA.

### Incomplete (I)

If, in the judgment of the teacher, student work is in progress but incomplete, an "I" grade may be given provided the student has worked cooperatively with the teacher and has attended help sessions and makeup sessions as assigned. The student has 10 school days to clear an "I" after the last day of the term. All "I" grades that are not cleared change to their overall grade at the high school and the current grade for middle school.

### Loss of Credit (F)

This grade may be given if the student has not completed work to a "C" standard. The "F" grade computes as a zero when computing calculating the GPA.

## **Replacement Grade (F\*)**

In order to replace an “F” grade, to earn credit in that course, and remove the “F” calculation from the student’s GPA the student must either demonstrate proficiency on missing targets or repeat the course. When a student earns at least a “C” grade in the re-taken class, the “F” will no longer calculate as a zero toward the GPA. The original “F” mark stays on the transcript with an asterisk noting that the grade has been replaced.

Students who earned less than an “A” grade in a course must repeat that course in order to replace a letter grade on a transcript. When the repeated course is completed, the higher of the two grades will count toward the student’s GPA. The original grade will no longer count toward the GPA nor will the credit previously earned be accrued. The original grade will remain on the transcript with an asterisk, noting that the grade has been replaced.

## **Withdraw (W)**

This grade is given if a class is dropped during the first 10 school days of the 9-week term. After the first 10 school days of the term, a student dropping a class will receive a “W” if passing the class; or an “F” if not passing the class. No credit is earned with a “W.”

## **Pass (P)**

The student receives credit for the class.

## **Early High School Credits**

At the beginning of each class or course, students, parents, and guardians will be informed of the basis of the grades and the methods used to determine them. If a student earns an A, B, or C in a middle school course eligible for high school credit, they will receive a Pass (P) on the high school transcript. At the end of ninth grade, families will have the option of changing the ‘P’ grade to the letter grade received in middle school. Middle school courses eligible for high school credit may be retaken in high school.

## **Modified Grading**

For students working toward something other than a standard diploma and have modified learning targets or course work, will receive a code next to the grade on both the report card and official transcript.

## **Middle School Reporting**

Middle schools follow the secondary grading and reporting guidelines with a few exceptions. Courses taken at the middle school will receive an A, B, C, D, F, W or P. Courses eligible for high school credit may be retaken for a higher grade in high school as referenced in the Replacement Grade section above.