



Shenendehowa Board of Education Policy 7214

Proposed Grading Policy Updates

The District's Grading Policy will be reviewed and updated in the 2015-16 school year, with implementation planned for the 2016-17 school year. Based on extensive review of educational research, feedback received from stakeholder group meetings and a community-wide survey garnering over 3,000 responses; the following essential elements are proposed for the inclusion in this policy:

The Board of Education supports the tracking and monitoring of academic performance as a critical component to the successful assessment of a student's growth and progress. Further, the timely and accurate communication of student progress is essential for students and parents to monitor learning.

Philosophy Statement: Grading is the measurement of student learning and should encourage student engagement with the learning process. It is not static, instead a continuous indicator of growth and progress. Grading provides a clear indication of a student's proficiency based on:

- **Specific grade level or course,**
- **Expected content or skill mastery, and/or**
- **Specific individual program goals (ex. IEP).**

Essential Elements of Effective Grading Practices:

Grading practices illuminate the District's commitment to excellence and each **educator's commitment to the success of every student**. As such, classroom grading practices will support students to experience academic success, build confidence in their abilities as learners, understand their own sense of significance within the classroom and feel a connection with the larger social/academic environment.

Grading practices will:

- Provide timely feedback to students about their learning, with marks for students in grades 3-12 posted in the SIS portal for consistency.
- Help parents monitor their child's learning.
- Provide consistency in grading procedures and weighting of grade components (i.e., tests, quizzes, projects, labs, homework) across the same courses.
- Strictly measure learning and, therefore, non-academic factors, such as effort and conduct, will be communicated in other ways.
- Reflect student learning, serving to inform and lending to the measurement of growth over time; and therefore will not be used in a punitive manner.
- Use standardized ranges (e.g., A=90-100, etc.) across levels of instruction (i.e., K-2, 3-5, 6-8) lending to consistency.
- Provide multiple opportunities to demonstrate what students have learned through multiple means.

Recognizing that student learning is the primary purpose of education and that learning is a continuous process, classroom practices should encourage continued student engagement with the learning process and grading practices must support a student's on-going growth and improvement.

Report card grades will be reflective of student learning over a period of time and therefore must reflect many assessments of student learning, such as tests, quizzes, projects, and class assignments.

At the secondary level, in cases where students typically demonstrate increased levels of proficiency as the course progresses along the learning continuum, grades in the second semester may be weighted more heavily toward the final course grade. In these cases, student performance on larger measures of learning (e.g., tests, finals, Regents, projects) may be weighted more heavily as key benchmarks of student learning and improvement in the course.

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