

# MONONA GROVE SCHOOL DISTRICT

## Board Policy 345.12

### Monona Grove High School Grading Policy

*This policy has been developed to implement the “Monona Grove School District K-12 Assessment Principles and Guidelines” approved by the Monona Grove School Board in October, 2004.*

#### Philosophy

Grading at Monona Grove High School is based on the school district’s philosophy, which states that grades should reflect how well an individual achieves learning goals.

Student grades are based on the evaluation of two categories:

Knowledge and Skills (K & S) and Effort (E).

Citizenship is also rated and reported; however, this information is not included as part of a student’s grade point average. It will be reported using a rating scale.

#### Knowledge and Skills (K & S)

In keeping with the philosophy that grades should reflect achievement, 75% of a student’s grade is based on K & S. After students have received instruction and had time to practice, their level of mastery will be assessed through completion of assignments, quizzes, tests, essays or projects. These “summative” assessments will be included in the K & S grade.

\*Note—Semester Exams make up 15% of a student’s Final Grade and are part of K & S.

#### Effort

The other 25% of a student’s grade is based on effort. The district believes that learning is a process and students learn through practice. This practice occurs through class discussions and the completion of assignments such as worksheets, readings, papers, and quizzes. These assignments serve to monitor and guide student learning and inform teacher instruction. They are “formative.” This formative work will be graded for task completion and participation. Students may receive feedback on the accuracy of formative work, but accuracy will not be graded.

- “Participation” is demonstrated by a student asking questions, seeking and applying feedback, and contributing ideas that promote learning.
- “Task Completion” is demonstrated by a student completing work within a given time period and meeting a teacher’s identified standard. Teachers are encouraged to give performance feedback to students for improvement and modifications, but accuracy of formative work is not used for grading Effort.
- Participation and Task Completion will be recorded using a point system. The point value of each formative assessment will be communicated to students. A percentage will then be calculated by dividing the total points earned by the total points possible.

### Citizenship

Citizenship will be rated separately from the student's grade. The rating will be based on a 4-point rubric for teamwork, respect, and following rules. The instructor will assess each student based on the rubric and enter a rating at quarter and semester grading periods.

Teamwork—The extent to which the student actively collaborates on group tasks and goals. The student works towards completing group tasks and goals by contributing knowledge, opinions, and skills.

Respect—The extent to which the student shows respect towards adults, peers, self and property.

Following Rules—The extent to which the student follows class rules and procedures.

### *Rubric*

4 = The student *independently* demonstrates teamwork, following rules, and respect.

3 = The student demonstrates teamwork, following rules, and respect *with limited reminding*.

2 = The student demonstrates teamwork, following rules, and respect *with frequent reminding*.

1 = The student *rarely* demonstrates teamwork, following rules, and respect.

### Professional Judgment

The school district philosophy notes that teachers have the latitude to calculate both K & S and Effort in a way that they believe best represents a student's most consistent level of achievement. For example, teachers may choose to: 1) use grading calculations other than simple averages, 2) not include all scores in calculating a student's grade if they believe some of the scores are not representative of the student's learning, or 3) give special consideration to the most recent information for learning goals that are continuous and sequential.

### **Mechanics of Grading**

#### Quarter Grades

(K & S) 75% + (Effort) 25% = Quarter Grade

Quarter grades will reflect actual performance to that point, with zeros recorded for all missing work.

Comments will indicate if missing work is affecting the grade.

#### Semester Grades

(K & S Summatives) 60% + (K & S Semester Exam) 15% + (Effort) 25% = Semester/Final Grade

\*Note—(K & S Summatives) reflect scores for the entire semester.

The report card will include:

- K & S Grade: summative assessments = 60% of Final Grade
- Semester Exam Grade: also part of (K & S) but recorded separately = 15% of Final Grade
- Effort Grade: formative assessments and participation = 25% of Final Grade
- Final Grade: only grade that counts in GPA and is recorded on transcript
- Citizenship Rating: will appear on report card, but not on transcript

### Deadlines/Late Work

\*Note—Project/assignments that are known about in advance of an absence are expected to be submitted on time. Absences for school-sponsored activities do not extend deadlines.

A summative assessment is late under the following circumstances:

- Students are present for class, but fail to turn in work the day it is due.
- Students who are excused from school fail to turn in work after the two days allotted for every excused day (same as current policy).
- Students are unexcused from class the day a summative assignment is due.

When a summative assessment is “late” the student will:

- receive a deduction of one letter grade.
- have 5 school days to complete and submit the missing assessment.

Failure to complete the assessment within 5 school days after the due date may result in assignment to a structured study setting where the work must be completed.

- Failure to complete the summative assessment within 10 days of the due date will result in a student receiving a “zero.”
- A student may make up a summative assessment after the 10-day limit, but will receive a grade no higher than the highest percentage “F.”
- Teachers may set a deadline prior to the end of a grading period for all late work. For example, the deadline for all late work (even those which will receive “F’s”) may be two weeks before the quarter or semester ends.

LEGAL REFERENCE:

CROSS REFERENCE:

BOARD APPROVAL: September 14, 2005