**Grand Blanc Community Schools**

**Board Policy on Grading Practices**

**Rationale**: The purpose of these guidelines is to communicate research-based expectations that will result in less variance and greater consistency in grading practices throughout the Grand Blanc Community School district.

**Purpose of a Grade**: “In Grand Blanc Community Schools, the purpose of a grade is to inform educators as they make instructional decisions as well as inform students (and parents) about what they have mastered and have yet to master.”

**Vision**: “Grand Blanc Community Schools will record student achievement in a way that is valid, reliable, and clearly communicated to all parties.”

**Supportive Grading Practices**

**Reliable**

**Common Grading Scale**:

Grades K-2:

Report card grades should be based on where the child is performing at the end of the marking period – NOT an average of grades over time.

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| **Letter Grade** |  |
| **S** | Secure in skill: complete understanding and application, advanced-above and beyond. |
| **P** | Progressing as expected: Independent understanding and application |
| **N** | Needs more practice: completes task with prompting/intervention |
| **AC** | Area of concern: Only with adult intervention |

Grades 3-12:

|  |  |
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| **Letter Grade** | **Percentage**  **Rounding:**  For consistency in use of the common grading scale, rounding will be done according to traditional mathematical practice (i.e. .5 or higher will round up to the next highest whole number).       Example:  86.5% will round to 87% and equal a grade of "B+"  79.5% will round to 80% and equal a grade of “B-“ |
| **A** | *93-100* |
| **A-** | *90-92* |
| **B+** | *87-89* |
| **B** | *83-86* |
| **B-** | *80-82* |
| **C+** | *77-79* |
| **C** | *73-76*  **Alternate Scale:** A course may use an alternate grading scale in which a student earning a grade below 70% would receive a NY (3rd grade) or an E (high school courses - this exception must be included with the course description in the annual course catalog). |
| **C-** | *70-72* |
| **D+** | *67-69* |
| **D** | *63-66* |
| **D-** | *60-62* |
| **E** | *Below 59* |

**Common Weighting**: In accordance with best practices, summative assessment will be weighted as a percentage greater than that of formative assessment. In order to best avoid inconsistencies between common course grading scales, teachers within each course and grade level will collaborate to develop and utilize common and appropriate weighting with a minimum of 60% weight on summative assessments at the elementary level and a minimum of 70% weight on summative assessments at the secondary level.

(NOTE: Summative assessments are assessments “of” learning – they “summarize” the learning that has occurred. Formative assessments are assessment “for” learning – they take place as learning is “formed” and help determine adjustments in instruction.)

**Extra Credit**: Grades are not an effective communication tool when credit is given for activities which do not demonstrate achievement of learning standards. Therefore, extra credit due to non-academic factors (i.e. Kleenex, supplies, busy work, etc.) is not an acceptable grading practice.

**Retakes/Redos:** Students will have opportunities to demonstrate proficiency of the learning standards.   Each department/grade level will create a retake/redo policy that is supportive of student learning and responsibility yet addresses the unique needs for the grade level/course. This policy will be and is consistent within that grade level/course.

**Valid**

**Separation of Academic and Non-Academic Factors:** In alignment with the purpose of a grade (to communicate achievement of learning standards), a student’s academic grade will reflect his or her level of proficiency of learning standards. Non-academic factors such as behavior, will be reported separately from academic achievement through report card comments, citizenship, etc.

**Assessing Proficiency of Course Standards:** Assessments determine acceptable evidence of student understanding of the curriculum. The GBCS curriculum and daily learning targets are based on the State of Michigan content standards, and accordingly, assessments will be intentionally chosen or crafted that align with the content standards.

**Quality Assessments:** Assessments are used for different purposes. Summative assessments, by their definition, are primarily used when calculating a final marking period grade. Whenever possible, educators will use a variety of assessment items and types in order to effectively address a range of cognitive demand and learner styles.

**Clearly Communicated**

**Communication of Strengths and Weaknesses:** Through the daily use of learning targets and alignment of assessments to content standards/learning targets, students and teachers will have knowledge of areas of strength and weakness within an academic subject. Accordingly, the overall grade will represent a combined communication of the standards which have been mastered and those not yet mastered.

**Formative Feedback:** As student progress is monitored over time, learning will improve, and the more recent grades will serve as the more accurate indicator of student proficiency. Accordingly, summative assessment will be administered after sufficient formative assessments have communicated academic progress to students and teacher.

**Communication amongst stakeholders:** Educators within the same subject/grade level will collaborate, develop, and agree on specific grading practices appropriate for the subject/grade level to facilitate consistency within the subject/grade level. In addition, these specific grading practices will be communicated with both students and parents at the beginning of the school year/semester.