

The page features a decorative graphic consisting of three overlapping blue circles of varying sizes, arranged in a diagonal line from the top right towards the bottom right. The circles are composed of concentric layers of different shades of blue. Two thin, light blue lines intersect at the top left and extend diagonally across the page, framing the circles.

Central High School Grading Guidelines

Frequently Asked Questions

Updated 12/21/18

ACKNOWLEDGEMENTS

2014-15 GRADING GUIDELINES REVIEW COMMITTEE

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In 2011-12 Central High School implemented new grading practices. When developing the new guidelines, the mission was to embrace best practices in grading and promote a grading philosophy that supports student learning.

1. How is Grade Point Average (GPA) calculated?

A. A student’s GPA is determined by assigning grade points (based on the scale shown) for each course Achievement Grade, adding those points, and dividing by the total number of courses.

Grade Points	Grading Scale
4.00	A
3.67	A-
3.33	B+
3.00	B
2.67	B-
2.33	C+
2.00	C
1.67	C-
0.00	F

Example:

Semester 1		Semester 2	
Grade	Pt. Value	Grade	Pt. Value
A-	3.67	B-	2.67
B+	3.33	C	2.0
F	0	A	4.0
B+	3.33	B-	2.67
C+	2.33	C-	1.67
GPA	2.53	GPA	2.60

Overall GPA = 2.57

2. What is the grading scale? (See attached scale at end of document.) A. The grading scale is a 10 point scale.

90-100 = A

80-89 = B

70-79 = C

B. The scale reflects the letter grades A, B, C, and F. The grade D has been eliminated. Students must earn a C or better to pass a course and earn credit. C. The scale incorporates plus and minus grades.

D. The scale reduces the impact of very low scores.

3. What does a grade represent?

Traditionally grades represent multiple aspects of a student’s performance, including such factors such as participation, effort, timeliness, extra credit, and so on. Our grading guidelines eliminate the inclusion of non-achievement factors, which we define as life skills, within the academic achievement grade.

A. Academic achievement and life skills are reported separately.

An academic achievement grade is defined as the degree of mastery a student has achieved as related to the knowledge and skills (learning targets) expected within a course.

Life skills will be reported every six weeks and will reflect behaviors for the six week period only. Another word, a life skills grade will be given at the six week progress report and again at twelve and eighteen weeks. The reporting of life skills will be in the form of comments specific to the attributes under the characteristics of respect and responsibility, communication and collaboration, and productivity and accountability. Students will not receive letter grades in these areas. While life skills will remain visible on report cards, they will not be reflected on transcripts or calculated in the students' GPAs.

B. The following table will help to explain the general difference in student performance within the letter grade ranges.

Grade Range	Description
A	Students earning grades within the "A" range demonstrate proficiency and consistently exceed the standard.
B	Students earning grades within the "B" range demonstrate proficiency and at times exceed the standard.
C	Students earning grades within the "C" range demonstrate a proficient level of mastery of the targeted knowledge and skills.
F	Students receiving an "F" have not met the expectations for demonstrating the knowledge and skills as indicated by the learning targets within that course.

C. Achievement grades are based upon opportunities known as summative assessments, which require students to demonstrate their understanding of the learning goals. Students are given a variety of ways to demonstrate their understanding and mastery.

D. Participation, effort, and other life skills are reflected in life skills commentary.

4. What does it mean when you refer to summative assessment? Will students be graded only on exams?

A. A summative assessment occurs after a student has had the opportunity to practice, receive explicit feedback, and correct errors in learning or thinking. Summative assessments are not always paper and pencil or rote memory tests. They include a variety of ways in which a student can demonstrate understanding and mastery of the learning goals.

B. Frequently associated with summative assessment is the term formative assessment. Formative assessments are practice opportunities that allow students to refine their understanding of new knowledge and skills without penalty. They occur during the learning process and provide students with specific feedback to inform their learning. They also provide teachers with feedback to improve instruction.

- C. Students are graded on a variety of summative assessments, which include such tasks as projects, essays, experiments, quizzes, and unit and semester exams. Best grading practices recommend that practice type activities not be included in the calculation of an achievement grade. We support this belief, but recognize that due to the prior experiences and maturity levels of students, we will need to move to full implementation of such practice slowly. Therefore, teachers of a given course may choose to include an optional homework category to be factored in the achievement grade. There must be grading consistency across all sections of a course.

5. Can students increase their grades by submitting extra credit?

- A. Extra -credit is not allowed. Students may have the opportunity to improve their academic achievement through reassessment options allowed for some of their summative assessments. Each course syllabus provides information on what reassessment is allowed.

6. How are grades organized in the grade book?

- A. Teachers organize student grades by learning targets rather than by the type of assignment such as tests, quizzes, projects, etc. The only exception is for those courses whose instructors choose to use the optional homework category as twelve % of the achievement grade. Courses with multiple sections and/or teachers must have the same grade book set-up.
- B. Teachers are expected to communicate the objectives of a lesson and how the learning in the lesson aligns to a specific learning target or set of learning targets within the course. In addition, they must communicate those expectations in a student friendly manner. Learning targets for a course are recorded in the Eclipse Curriculum Manager. Courses with multiple sections and/or teachers must have consistent learning targets and grading practices.

7. How are students' course grades calculated?

- A. Students receive information on what factors will be included in their grade at the start of the course. This information can be found in the course syllabus with other information about the course.
- B. Each course may define certain tasks as non-negotiable. A non-negotiable requirement is work deemed necessary to determine the student's level of mastery of a specific learning target.
- C. If a student does not complete a non-negotiable task, the student and parent will be notified of a final due date.
- D. Failure to meet the non-negotiable requirement by the final due date will result in course failure. In the event of extenuating circumstances, a teacher may assign an incomplete upon administrative approval.

8. What does "missing", "zero" and "0" mean in the grade book? And, can my student make up missing/late work?

The ability to turn in late or missing work is communicated in each course syllabus. However, in the gradebook, teachers use the following codes, which can help you determine the situation.

- A. "0" indicates that the work was done, but all of it was inaccurate. A "0" calculates as 0% on our grading scale.
- B. "Missing" indicates an assignment is **missing and can be made up**. "Missing" calculates as a 0%. Teachers will add comments indicating when the work needs to be complete by. If there are no dates listed in the comments, then it is accepted at any time, through the end of the semester.

- C. “Zero”, which calculates as a 0% indicates one of two situations. In each of these situations, students **DO NOT** have an opportunity to resubmit the assignment.
- i. An assignment is missing. Teachers will enter “missing” in the comment box so you know that it was not turned in.
 - ii. An assignment was attempted to be turned in, but it was poorly produced, not meeting minimal standards of acceptance and the teacher did not accept it.

It’s imperative that students and parents monitor grades so opportunities to submit a missing assignment is not lost.

9. If my student does poorly on an assessment will he/she be given an opportunity for a “do over”?

A. Each course determines which assessments students will be given the opportunity to redo. This information is specified within the course syllabus. **It should be clear that this does not mean endless opportunities.** A student is expected to demonstrate a sincere effort to perform well on the first assessment, and to complete additional learning activities prior to reassessing. **The following criteria must be met for reassessment:**

1. Students must complete all homework and other formative assignments prior to the first summative assessment.
2. Students are required to provide evidence that they have taken actions for improved understanding and corrections. This can include studies from online resources, peer tutoring, completion of resources provided from the teacher and so forth.
3. The understanding that any reassessment is done at the teacher’s discretion and must be completed within an acceptable time frame as defined by the teacher.

10. Will students be confused by the grading guidelines and procedures?

- A. One of our goals is to involve students in the assessment process so that grading is less confusing and feedback more meaningful. When students understand how they will be assessed, and especially when they have been involved in assessment decisions, the likelihood of student success is increased greatly. Involving students is at the heart of the shift from assessment that measures learning to **assessment that promotes learning.**
- B. Teachers provide a “grading plan” as a component of the course syllabus at the start of each grading term so that students understand how their course grades will be determined.
- C. Teachers help students understand upfront how they will demonstrate their knowledge and the criteria for acceptable performance. They do this through various means. For example, a teacher may select the assessment, involve students in the development of an assessment activity, or provide students with choices for assessment. In any case, the criteria must be clearly spelled out prior to the assessment, using a marking scheme, checklist, or fully developed rubric.
- A. The most effective learners are metacognitive, that is, they are mindful of how they learn, set personal goals, regularly self-assess and adjust their performance and use productive strategies to assist their learning. Our teachers help students increase their metacognition by involving them in the assessment process, in record keeping, and in communicating about their achievement and progress. This is done by engaging students in reflective learning, self-assessment, graphing or other forms of progress monitoring, and goal setting for future tasks.

11. How can I monitor my student's grades?

- A. Teachers provide progress reports every six weeks and semester grades. These are accessible online through the Infinite Campus parent portal. Unless, specifically requested, hard copies of the six and twelve week progress reports **will not be mailed** home.
- B. Central High School uses Infinite Campus for our online grading system. This system allows parents to view the academic progress of their student through the Parent Portal. Teachers are expected to keep grade books current within a week. Please note: When checking online, the grade for a particular content area may not be the most-current grade, as some grades may not have been entered yet. If parents have a question regarding their student's academic performance they should contact the individual teacher directly.
- C. Parents can communicate with teachers via email or phone.

12. What if I still have questions or concerns about the grading guidelines? Who should I contact? A.

If you have additional questions or concerns regarding the grading guidelines, contact:

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843-2321, Ext. 309

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Grading Scale And Corresponding Value Used To Calculate The Grade.

Grade	Percent Correct on Task	Value used to calculate based on rubric or percent correct	Rubric Score Task
A	100	100	4.0
	99	99	3.9
	98	98	3.8
	97	97	3.7
	96		
	95	95	3.6
	94	94	3.5
	93	93	3.4
A-	92	92	3.3
	91		
	90	90	3.2
B+	89	89	3.1
	88	88	3.0
	87	87	2.9
86			
B	85	85	2.8
	84	84	2.7
	83	83	2.6
B-	82	82	2.5
	81		
	80	80	2.4

Grade	Percent Correct on Task	Value used to calculate based on rubric or percent correct	Rubric Score Task
C+	79	79	2.3
	78	78	2.2
	77	77	2.1
76			
C	75	75	2.0
	74	74	1.9
	73	73	1.8
C-	72	72	1.7
	71		
	70	70	1.6
F	66-69	69	1.5
	61-65	68	1.4
	57-60	66	1.3
	52-56	65	1.2
	48-51	64	1.1
	43-47	63	1.0
	39-42	61	0.9
	34-38	60	0.8
	30-33	59	0.7
	25-29	58	0.6
	21-24	56	0.5
	16-20	55	0.4
	12-15	54	0.3
	7-11	53	0.2
	1-6	51	0.1
	0 (All wrong)	0	0 (All wrong)
	M (Missing)	0	Able to make up by date listed or if no date, the end of the
Zero	0	Not acceptable work or Missing and not able to make up	

