

Standards-Based Grading and Reporting

GRADING:

1. Course and grading consistency:

Teachers measure student attainment of standards and assign grades based on consistent grading procedures that have been established within content areas and courses (6-12) or each grade level (K-5).

2. No extra credit or bonus points:

Teachers will not use extra credit or bonus points in determining student grades. Students will be encouraged to provide additional evidence of higher levels of achievement. Also, alternative assignments/assessments may be given to determine if a student is meeting standards.

3. Academic dishonesty:

Academic dishonesty is a behavior issue. The behavior penalty is delineated in the school discipline policy/code of conduct. The academic consequence for cheating and plagiarizing will be that the teacher will use a “zero” in the gradebook to communicate lack of evidence. If the student later demonstrates proficiency on the standard, the zero will be changed to reflect that. Upon request, the student will be provided with an alternate opportunity to demonstrate understanding. Parent notification will be delineated in the school discipline policy/code of conduct.

4. Attendance:

Attendance is a behavior issue and should not be used as a penalty in determining student grades. Performance-based course participation requirements, approved by the Bremerton School District Instructional Council, will be clearly stated in writing for earning of course credit/Pass at grades 6-12. An example for music participation requirements might be: Student must attend 3/4 of the concerts during the semester to earn a choir credit.

5. No group scores will be used in determining individual student grades:

Teachers determine grades based on individual student achievement of standards. As a result, academic proficiency level will reflect only measurement of the individual, not the group as a whole. Collaboration and teamwork may be measured separately under Skills for Success and/or College and Career Readiness Standards and will not exceed 10% of the overall course grade. Exceptions to this will be reviewed and approved by the Building Leadership Team and/or Instructional Council.

6. Grades are determined by:

Grades are determined by criterion-referenced i.e., absolute standards (national, state, district, course, and grade level standards). This means no norm-referencing or use of a bell curve to be used to distribute scores or grades.

7. Grades are determined based on evidence:

Grades are determined based on evidence from accurate assessments, some of which are common assessments. Formative assessments will not be calculated into a course grade but can be used as evidence of progress toward meeting standards. Only summative assessments will be used in the calculation of course grades.

A. Accuracy requires:

1. Appropriate and clear targets derived from standards.
2. Sound design which would include:
 - a. Appropriate methods (assessment strategies that match learning goals. For example: knowledge learning goals may be assessed with selected response but skill learning goals must be assessed with performance assessments).
 - b. Well-written tasks and items
 - c. Appropriate sampling (sufficient items on each standard/concept tested and sufficient evidence for each standard /concept over a period of time)
3. Avoidance of bias

B. Summative Assessments

1. Content area classes/courses should include a combination of class/teacher-specific assessments and collaboratively-selected common assessments. Each department and grade level should determine the appropriate ratio of each type of assessment.
2. Teachers are encouraged to develop common summative assessments collaboratively.

8. Grades across content areas and within grade levels:

Grades across content areas and within grade levels will be determined using a body of evidence of achievement for each student. Teachers should look at patterns and trends in student achievement to determine the most consistent level of achievement (4-3-2-1 or A-B-C- D).

1. If using measures of central tendency, consideration may be given to a student's mode and median scores, rather than a primary reliance on average score (mean).
2. If a mean (average) is used, then the other measures of central tendency should be reviewed to ensure that a true picture of academic achievement is determined/reported.
3. When learning is developmental and will grow with time and repeated opportunities, emphasis should be placed on the more recent evidence rather than giving equal weight to the total body of evidence.

9. Missing Evidence of Learning:

An Incomplete will be used when a student has not submitted required evidence of learning.

1. Teachers may use a "zero" in the gradebook to communicate lack of evidence on a summative assessment. If the student later demonstrates proficiency on the standard, the zero will be changed to reflect that. The conditions for completing a missing assignment must be established between the teacher and the student and it is the student's responsibility to meet those conditions.
2. When there is insufficient evidence of learning to report a semester grade, an "F" will be used for reporting student achievement.
3. In the instance of inadequate evidence for a semester report, a student has up to 15 school days following to request to enter into an incomplete contract. It is the student's responsibility to submit required evidence of learning to the teacher or the department chair. If inadequate evidence is submitted, then the F will remain on the permanent transcript.

10. Skills for Success:

Up to 10% of a student’s grade may be based on “Skills for Success” standards, determined and designated by each department to meet their specific instructional/behavioral needs.

REPORTING:

Grades for 6-12 shall be calculated in the following manner:

1. Each student's grades shall be calculated by the preponderance of evidence as measured against standards. The method used to calculate grades shall be given to the student in writing at the beginning of the course.
2. For secondary students in the Bremerton School District the following grading calculations will be used:

Standards-Based Grading Description	Letter Grade	Percentage Value	Credit Granted	Transcript Value
Exceeds Standards	A	93-100	yes	4.0
	A-	90-92	yes	3.7
Meets Standards	B+	87-89	yes	3.3
	B	83-86	yes	3.0
	B-	80-82	yes	2.7
Approaching Standards	C+	77-79	yes	2.3
	C	73-76	yes	2.0
	C-	70-72	yes	1.7
	D+	67-69	yes	1.3
	D	60-66	yes	1.0
Does Not Meet Standard	F	Below 60	no	0.00
Incomplete	F	NA	no	NA
Pass/Fail	P/F	NA	yes	NA
Pass/No Credit	P/N	NA	no	NA
S	S	NA	yes	NA

3. In all cases, the minimal grade for credit is a D. Pass/fail (P/F), credit/no credit (P/N), or satisfactory/unsatisfactory (S/U) marks may also be used. These non-numerical marks/grades shall be clearly identified and excluded from the calculation of grade point averages.
4. Marks/grades for all courses taken shall be included in the calculation of grade point averages. Grade point averages shall be calculated and reported for each semester or other term and for the cumulative credits earned for all courses attempted beginning in grade nine. Only the highest mark/grade, for a class/course taken more than once to improve a mark/grade, shall be included in the calculation of grade point averages.
5. P/F Students in grades nine (9) through twelve (12) may take non-required courses under the pass/fail (P/F) grading option. For this purpose, a form must be signed by the student, parent, teacher and counselor and must be approved by a department head committee by the end of the second (2nd) week of the semester. Once the request is approved, the student will not be permitted to change to a letter grade for the course.

A junior/senior student may take a course for P/N (pass/no credit) rather than letter grade. A junior student may take no more than one class per semester; a senior student may take no more than two classes per semester under this grading option.

For assignments as teacher assistants, office assistants or tutors, students in grades six through twelve may receive a P/F grade. Students will be given objectives and expectations for their role as teacher assistants.

6. At the beginning of each term, each teacher shall specify in writing the student learning objectives for his/her respective courses. Teachers of performance-based courses (i.e. music, PE) will advise students in writing of the use of attendance/participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made may follow the appeal process for resolving the differences.
7. Each student's "grade point average" shall be the sum of the point values of all the grades received for all courses attempted, divided by the sum of the credits for all courses attempted. The grade point value shall be calculated by multiplying the numerical value of the grade earned by the number of credits assigned to the course. Except for those courses taken for pass/fail, credit/no credit and satisfactory/unsatisfactory marks, all courses taken shall be included in the calculation of grade point averages. Grade point averages shall be calculated to two decimal places and reported for each semester and for the cumulative credits earned for all courses attempted in grades nine through twelve.
8. Students in grade eight taking courses as specified by the District as "equivalent to high school courses" may obtain high school credit at the successful completion of the course. Parents must request, in writing, that credit be granted. Upon such request from the parent, the grade earned by the student will be on that student's official high school transcript and will be calculated in that student's cumulative grade point average.

ACHIEVEMENT:

Kindergarten - Grade Five

For students in grades Kindergarten through five, academic achievement will be indicated with the following grade mark/legend:

+	Excels
/	Satisfactory
-	Below Expectations
4	Exceptional
3	Proficient
2	Approaching standard
1	Not meeting Standard
*	Not enough information at this time/Not evaluated at this time

EVALUATION AND REPORTING:

Kindergarten - Grade Five

1. At least one parent/teacher conference will be held previous to the first grading period of each year for the purpose of goal setting.
2. A written report will be distributed at the conclusion of each grading period.
3. A report form will be made in accordance with the identified academic and behavioral descriptors.

Grades 6 - 12

Online grading access will be made available to students and parents for up-to-date grades. If a student is at risk of failing a class, the teacher will be responsible for notifying parent and student.

The standardized high school transcript shall contain all of the items listed below:

1. The student's name (last name, first name and middle names or middle initials).
2. The student's current address, address at graduation or address at withdrawal from school (street, city, state, zip code).
3. The student's birthdate and gender.
4. The student's identification number (if applicable).
5. The school's name.
6. The school's address (street, city, state, zip code and telephone number).
7. The dates of the student's entry, re-entry, withdrawal and graduation (if applicable) related to the school issuing the transcript.
8. The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted and grade point average).
9. The name and address of parent(s) or guardian(s) (street, city, state, zip code) if such information is available.
10. A list of previous high schools attended (school name, address, city, state and month and year of entrance and exit).
11. The signature and/or seal of the authorized school official (name, title and date).

Report cards will be issued as follows:

1. A computerized report will be used and marked with letter grades for all subjects at the end of each semester.
2. Evaluation will be based on evidence of the attainment of the instructional and performance standards assigned the class and/or student.
3. Final grade reports will be posted at the end of each semester.

HONORS/ADVANCED PLACEMENT COURSES:

Procedures

Any student whose performance consistently falls below a “C” grade in such a class will be referred to a counselor. The following facts will be communicated with the student and parent before a recommendation is made to change the student to a regular class:

- Ability of student to meet standards of the class;
- Attitude of the student toward learning;
- Other related facts, such as cognitive ability, social and/or emotional maturity, and identification as gifted;
- Potential for entering a regular class without adversely affecting the receiving teacher.