

IHA

The Board of Trustees recognizes that a system of grading student achievement can help the student, teacher, and parent/guardian assess a student's progress toward personal educational goals and assist the student in the completion of those goals. The Board also recognizes that teachers are professionals and are counted on to accurately measure a student's level of mastery of course content in a fair and just manner and that administrators are responsible for intervening if a teacher's grading system does not appear to be fair and just.

The Board of Trustees expects all teachers' grading systems to be at the "Meets" level on the Grading System Rubric. All administrators are expected to ensure that a teacher's grading system is at the "Meets" level on the Grading System Rubric and that the rubric is used to resolve disputes regarding a teacher's grading practices.

District Grading System Rubric

Category	Emergent	Approaches	Meets	Exceeds
Curriculum	The majority of the student's grade is based on non-academic performance.	The student's grade is based on academic and non-academic performance.	The student's grade is based on his or her level of mastery of Nevada State Standards and/or District Curriculum Guides.	The student's grade is based on essential outcomes (learning Targets) that have been identified for the courses.
Formative Assessments	The majority of the student's grade is determined using formative assessments.	The student's grade is determined using over 30% formative assessments.	The student's grade is determined using 30% or less formative assessments.	Formative assessments are used to guide instruction.
Summative Assessments	The student's grade is determined using no summative assessments.	The student's grade is determined using less than 70% summative assessments.	The student's grade is determined using 70% or more summative assessments.	The student's grade is determined using 100% summative assessments.
Grading Practices	The student is not provided any recourse to improve grades. The student is given zeros for all missing formative and summative assessments and is not allowed to redo any assignments.	The student is provided with limited opportunities to improve his or her grades. Opportunities are designed to be exceedingly difficult and punitive. The student is provided with limited opportunities to redo assignments on which he or she received a zero.	The student is provided with fair and reasonable opportunities to improve his or her grades. The teacher provides students that have received zeros with fair and reasonable opportunities to mitigate the effects of those zeros on the student's final grade. No extra credit.	The student is provided with multiple opportunities to demonstrate mastery of the course content without adverse effects to his or her grade. No extra credit.

Category	Emergent	Approaches	Meets	Exceeds
Point Values	The point values assigned to academic assessments create a situation where students' grades become unchangeable by future academic assessments.	The point values assigned to academic assessments unfairly skews students' grade.	The point values assigned to academic assessments ensure that students' level of performance is accurately reflected.	The value of the latest assessments evidence is not affected by previous assessments if the student demonstrates an increased level of mastery.
Timeliness of Grading	Formative and summative assessments are rarely assigned, collected, graded or entered into PowerSchool.	Formative and summative assessments are assigned and collected but are not entered into PowerSchool within a week of the assignment due date.	Formative and summative assessments are corrected and entered into PowerSchool within one week of the assignment due date. Larger or more complex assignments are corrected and entered into PowerSchool within two weeks of the assignment due date.	Formative and summative assessments are corrected and entered into PowerSchool within a few days of the assignment due date and students are involved in tracking their progress toward mastery of course content. Larger or more complex assignments are corrected and entered into PowerSchool within one week of the assignment due date.

The above Grading System Rubric has been developed to establish general grading system requirements. The district's long term goal is to transition to a standard based grading policy which is reflected in the "Exceeds" column.

Guidelines for Entering Scores into PowerSchool

1. Use complete words and student/parent friendly language in the title and description of your assignment.
2. Do not enter a "0" prior to the due date of formative or summative assessments. This will deflate the value of a student's current grade, confuse parents, and make it difficult to determine extra-curricular eligibility.
3. Use only two categories for grades.
 - a. Formative (weighted must be within the 0%-30% range).
 - b. Summative (weighted must be with the 70%-100% range).
4. The administration at each secondary school will designate which day eligibility checks will be made each week. All formative and summative assignments that were due at least one week prior to that date must be corrected and entered into PowerSchool by noon on the day designated for eligibility checks. Larger or more complex assignments must be corrected and entered into PowerSchool within two weeks of the assignment due date.
5. Only teachers are allowed to enter grades into PowerSchool. Student access to PowerSchool Teacher is a violation of the acceptable use agreement and FERPA.
6. Students that have been absent for any reason will have a minimum of two days for each day they were absent to complete formative and summative assessments that were due while they were absent.

Reporting Terms and Semester Grade Calculations

1. Grading terms for elementary, middle and high school will be divided into two semesters.
2. All secondary courses will be at least one semester in length and .5 credits per course will be awarded to students upon the successful completion of each semester.
3. A progress report will be sent home at the mid-term and will indicate the student's current grade. At the end of each semester the report card will indicate the student's final semester grade.
4. Grades will be stored at the end of each semester.
5. The semester final exam will be the last summative assessment for the course and will be entered into the summative category.

Grade Calculation Formulas

The following grading formula will be used to calculate grades.

Semester Grade Calculation Formula:

Formative

(Points Earned / Total Point Possible) X Formative weight percentage = _____

Summative

(Points Earned / Total Point Possible) X Summative weight percentage = _____

Total _____

Semester Grade Calculation Example:

0%-30% Formative and 70%-100% Summative including semester exam:

Formative

$(356/450) * .3 = \underline{24\%}$

Formative Weight Range 0% - 30%

Summative

$(435/550) * .7 = \underline{55\%}$

Summative Weight Range 70% -100%

Total 79%

Standards Based Achievement Levels

The following rubric can be used by teachers who choose to use a standard based grading system to explain a student's level of achievement in relationship to the essential outcomes for the courses they teach:

A = Exceeds Standard 90-100%

The student consistently meets, and at times, exceeds that standard. With relative ease and accuracy, the student grasps, applies, processes and extends the key concepts of this standard for this grade level.

B = Meets Standard 80-89%

The student meets the standard. With limited errors, the student grasps, applies, and processes the key concepts of this standard to demonstrate meeting the standard for this grade level.

C = Approaches Standard 70-79%

The student is beginning to, and occasionally does meet the standard. The student is beginning to process, grasp, and apply the key concepts and skills for this grade level, but may require teacher assistance.

D = Below Standard 60-69%

The student has difficulty meeting minimum expectations. Additional assistance is needed.

F = Missing Evidence 0-59%

No evidence to support learning of essential outcomes.

Definitions

- **Scores:** The number (or letter) given to any student assessment or performance.
- **Grades:** The number (or letter) reported at the end of a period of time as a summary statement of student performance.
- **Achievement:** Level of mastery of course standards
- **Growth:** Improvement by an individual relative to prior performance.
- **Progress:** Improvement by an individual relative to a goal or standard.
- **Formative Assessments:** On-going assessments, reviews, and observations in a classroom. Teacher's use formative assessments to improve instructional methods and provide student feedback throughout the teaching and learning process.
- **Summative Assessments:** Typically used to evaluate the effectiveness of instructional programs and services at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.
- **Essential Outcomes:** Learning Target, benchmarks, grade level indicators, grade level expectations, learning outcomes, lesson objectives, or clear statements of intended learning.