

West Wing School Grading Philosophy

West Wing School grading practices are aligned to the Deer Valley PRAG and are refined ways of reporting what students know and how they demonstrate their learning of state content standards by grading assessments, projects and presentations rather than behavior or homework/practice.

Reporting grades promotes dialogue between teachers, parents, and students regarding what is expected of students in the academic environment, as well as communicating what each student knows and is able to do according to the academic state standards.

Another purpose of grading practices is to create a clear and accurate description of student progress in two key areas:

- **Academic performance that aligns with the Arizona College and Career Ready Standards**
- **Evidence of growth toward grade level expectations**

Using West Wing Grading Practices Our Students Will Become:

1. Self-Directed Learners
2. Community Contributors
3. Complex Thinkers
4. Quality Producers
5. Effective Communicators
6. Effective and Ethical Users of Technology

Grading Practices

Gradebook:

- 1st – 5th If an assignment is missing, a 49% will be recorded in the gradebook an “M” for missing until turned in. If the assignment is never turned in then it is recorded as a 49%.
- If a student scores a low percentage on a summative assessment, then no score lower than a 50% will be recorded. Actual score will be noted in the comment.

*Effort, participation, and attitude will not be included in final grades, but may be reported on the report card.

*Extra credit is not given; it is not an effective way to show mastery of academic standards.

*6th – 8th Missing assignments will be recorded as a zero and M for missing will be noted until submitted. One week prior to the end of the quarter if the assignment has not been turned in it will be changed to a 49% (F).

West Wing Grading Practices 2016-2017

1st - 8th Grades

Parent-Student Guide



Teacher Responsibilities:

- ❖ Design assignments and assessments that meet academic state standards
- ❖ Provide timely feedback and communication to students and parents so that progress on each academic standard can be monitored
- ❖ Provide opportunities for students to display learning in a variety of ways
- ❖ Allow re-taking or test corrections of math tests for a change in grade as determined by the teacher

Student Responsibilities:

- ❖ Request help to understand concepts that are misunderstood
- ❖ Complete all assignments in a timely manner
- ❖ Redo assignments and assessments that show less than mastery of a standard
- ❖ Redo assignments that show mastery of standards to show exceeding/excelling of standards
- ❖ Complete homework—do not rush to complete it, but use it as practice to learn concepts for assessments
- ❖ Arrange for time to redo assessments
- ❖ Check PowerSchool regularly to monitor progress

Parent Responsibilities:

- ❖ Communicate regularly with your child about his/her progress
- ❖ Help with time management to ensure that all assignments get completed on time
- ❖ Review completed work
- ❖ Provide a suitable study environment
- ❖ Sign necessary math forms/assessments to allow student to make corrections or retest
- ❖ Check PowerSchool weekly to monitor student's progress on each content standard
- ❖ Avoid prolonged vacations during the school year.
- ❖ Projects should be completed by students with parent collaboration and guidance.

Grading Practices

- A score of 50% will be recorded instead of a zero or lower percentage.
- Practice (homework) is a review of skills that are taught in class. It will not be graded, however, the goal of the practice is to review concepts and establish good habits
- If it is observed a student needs additional support on a concept, additional materials and suggestions may be sent home for practice and reinforcement
- A score of 49% will be used instead of a zero or lower grade for final grades when assignments are missing
- Homework/practice may receive a ✓ for completion either in grade book or teacher records
- Students may have the opportunity to correct or retake math tests (one per test) with signed parental form and all practice work completed
- No quizzes are eligible for retakes
- Late work may be accepted at teacher discretion
- Students have up to 1 week of return to school to complete missing assignments.

Definitions

Test: End of unit assessment

Quiz: During unit formative assessment. Can include a checklist that includes teacher and peer comments used to help a student working on meeting the academic standards. These types of assessments provide teachers with formative data to drive their instruction.

Homework: Practice that supports learning and meeting the academic standards

Projects, Presentations, Reading logs, Discussion Boards, Interactive Notes (ISNs): Are an experience of learning and can be used as a final grade. Rubrics and guidelines will be used to foster student success and help students and parents to meet the academic standards.

Grades Have Meaning

Grades are a way to communicate with students and parents student achievement in relation to the state academic standards.

E or A through A + Student is showing highly proficient level of mastery, exceeding the academic standards and advanced work on some academic standards.

S or B+ through C Student is showing a proficient level of mastery of the academic state standards.

N and U or D - through F Student is missing important understanding of academic state standards and is falling far below approaching mastery of academic state standards.

Continued missing, late assignments, or no growth on assessments may result in a parent/teacher/student conference to develop a plan for success in meeting the standards.

1st & 2nd Grades Grading Scale

98% - 100% E+

93 - 97% E

90 - 92% E-

84 - 89% S+

76 - 83% S

70 - 75% S-

68 - 69% N+

63 - 67% N

60 - 62% N-

59% or below U

3rd - 8th Grades Grading Scale

A = 100 % - 90%

B = 89% - 80 %

C = 79% - 70%

D = 69% - 60%

F = 59% - 50%