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Grading & Assessment Policies and Procedures

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This document is intended to define the philosophy, purpose, and procedures behind the gradating practices adopted by SACOE. It is expected that all educators will implement the grading practices and guidelines.

Beliefs and Practices Statement

As educators in SAC, we are committed to grading practices that support the learning process, encourage student success, and accurately reflect progress toward mastery of standards and key learnings. Our beliefs about learning and grading practices are grounded in the following statements:

1. All students are created in the image of the Most High God, and He has paid an infinite price for them.
2. All students can learn.
3. Students are individuals and learn in different ways.
4. As individuals, students learn under different conditions and timeframes.
5. Errors are part of the learning process, and should not be seen as inferior learning.
6. Grades are an inherent part of the learning processes. They provide feedback that influences learning.
7. Grades must accurately reflect the mastery of standards.
8. Grades are not meant to penalize or demean students.
9. All grades will reflect the standards.
10. All grades will be reflective of work assigned.
11. All students should be provided an opportunity to show they have mastered the content through work redone or reassessed.

Grading Expectations

- RenWeb is the official record of SAC schools.

- Each student should receive one (1) academic grade in each subject, for each assignment assigned.

- There should be a minimum of four grades a week in core content classes, one grade for each assignment assigned (i.e. four math labs or assignments given during a week).

- For special classes that may meet only once per week (music, art, etc.) students must receive a minimum of one (1) academic grade each week.

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- Grades should be entered in RenWeb on a weekly basis. In grades K – 8, grades should be entered into subject areas under the appropriate standard-strands. Some work may need to be entered under more than one strand.

- Parents should be provided access to the RenWeb Parent Portal to check on students grades.

- Student progress toward non-academic goals that are critical to student success shall be assessed on age-appropriate competencies which may include, but are not limited to: a) conduct, b) citizenship, c) participation, d) preparation, e) punctuality, f) meeting deadlines, g) organization, etc. should not impact course grades.

Grades K-8 Social Skill Set Performance Indicators of Mastery

O	Outstanding
S	Satisfactory
N	Needs Improvement

Grades K -8 Standards-based Report Card Skill Set Performance Indicators of Mastery

4	Exceeds grade-level standard expectations (101% +)
3	Meets grade-level standard expectations (80% - 100%)
2	Approaches grade level standard expectations, meets them inconsistently, or with assistance (60% - 79)%
1	Below grade-level standard expectations (0% - 59%)

Grades K -8 Standardized Report Card Instructional Level Codes

X	Student is working with enrichment or accelerated materials
Y	Student is using grade level materials and functional without modification
Z	Student is receiving modification for instruction and assignments (RTI Tiers II and III)

- All assignment and quiz grades should be entered into RenWeb based out of a rubric of 3 using the guidelines on the preceding page, under strand categories (i.e. Math-Number Sense; Math-Computation; Math-Geometry; Math-Measurement & Data).

- Chapter, unit, mid-year, and end-of-course exams should be entered into RenWeb based out of a rubric of 3, under its own category, "Assessments," or by standards strands, using the guidelines

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on the preceding page.

Kindergarten Standardized Grading Scale

I	80-100%
P	60-79%
NT	0-59%

I = **Independently** achieves objectives and performs skills
P = **Progressing** toward objectives and performing skills
NT = **Needs** more **time** to develop
[ ] = **Not addressed** during this marking period

Grades 1 -2 Standardized Grading Scale

E	80-100%
S	60-79%
N	0-59%

E = **Excellent**—meeting and/or exceeding grade-level standards
S = **Satisfactory**—approaching and partially meeting grade-level standards
N = **Needs Improvement**—not meeting grade-level standards/student is at-risk

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Grades 3-8 Standardized Grading Scale

A	90%
B	80%
C	70%
D	60%
F	0%

A. **Advanced**—exceeds in understanding and applying content and skills for the grade-level standards

B. **Proficient**—masters most content and skills for the grade-level standards

C **Partially Proficient**—demonstrates a basic understanding of the concepts and skills for the grade-level standards

D **At Risk**—understanding of concepts and skills is incomplete and limited as measured against the grade-level standards

F **Unsatisfactory**—shows an unacceptable level of understanding and/or effort in applying concepts and skills as measured against the grade-level standards

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Grades 9-12 Standardized Grading Scale

Letter Grade	Percentage Earned	Grade Point Average (GPA)
A	94%	4.0
A-	90%	3.7
B+	87%	3.3
B	83%	3.0
B-	80%	2.7
C+	77%	2.3
C	73%	2.0
C-	70%	1.7
D	65%	1.0
F	0%	0

A, A-   **Advanced**—exceeds in understanding and applying content and skills for the subject area standards

B+, B, B-   **Proficient**—masters most content and skills for the grade-level standards

C+, C, C-   **Partially Proficient**—demonstrates a basic understanding of the concepts and skills for the subject area standards

D   **At Risk**—understanding of concepts and skills is incomplete and limited as measured against the subject area standards

F   **Unsatisfactory**—shows an unacceptable level of understanding and/or effort in applying concepts and skills as measured against the subject area standards