

## GRADING SYSTEMS

The District shall evaluate student achievement in grades PreK through 12. The issuance of grades on a regular basis serves to:

- a. Promote a process of continuous evaluation of student performance.
- b. Inform the student and his/her parent(s) or guardian of the student's progress.
- c. Provide a basis for bringing about change in student performance if such change is deemed necessary.

### Standards-Based Grading for Grades 4K-5

The following are guidelines for the implementation of standards-based grading (SBG) in grades 4K-5. This policy aims to ensure consistency, fairness, and accuracy in assessing student learning.

#### Principles:

1. **Alignment with Standards:** Grades will be based on the mastery of clearly defined learning standards aligned with state and district curriculum frameworks.
2. **Differentiation:** Assessment methods and grading practices will be differentiated to accommodate diverse learning styles, abilities, and needs of students.
3. **Formative Assessment:** Formative assessment practices will be emphasized to provide ongoing feedback to students and guide instructional planning.
4. **Professional Development:** Ongoing professional development will be provided to educators to support effective implementation of SBG practices.

#### Guidelines:

1. **Grading Scale:** A proficiency-based grading scale will be utilized to report student progress. The scale 4K includes designations such as “Ready,” “Progressing,” “Not Yet,” and “Concerns”. The scale for students 5K through 5th includes designations such as “Advanced,” “Proficient,” “Basic,” and “Significantly Below.”
2. **Assessment Methods:** Teachers will collaborate to identify common assessments, scoring rubrics, and grading practices to ensure consistency across grade levels and subject areas. A variety of assessment methods, including but not limited to, projects, presentations, quizzes, tests, observations, and portfolios, will be used to measure student learning. Students will be provided with opportunities for reassessment if they have not yet demonstrated mastery of learning standards.
3. **Reporting Periods:** Progress reports and report cards will be issued at each trimester to communicate student progress. These reports will include information on each student's mastery of learning standards.
4. **Feedback:** Constructive feedback will be provided to students to guide their learning and growth. Feedback will focus on specific areas of strength and areas for improvement related to learning standards.
5. **Implementation:** The school administration will oversee the implementation of standards-based grading practices and provide support to teachers as needed.
6. **Parent/Guardian Communication:** Regular communication with parents/guardians will be maintained to keep them informed about their child's progress, including strengths, areas for growth, and strategies for support at home.

## Grading for Grades 6-12

### Determination of Grade Point Average

1. All classes taken by a student will appear on the official high school transcript. All classes taken for a grade will be included in the GPA.
2. An audited class will be recorded on the official high school transcript but will earn credit and will not be figured in the GPA.
3. A class taken for Pass-Fail will be recorded on the official high school transcript, and will earn credit.
4. A class taken for Pass-Fail will not be figured into the GPA.
5. Auditing a class or taking a class for Pass-Fail must be approved, in advance, by the principal.
6. A student that receives a grade lower than a "C" may retake the course.
7. Transfer credits
  - a. Students transferring from another public school system, private schools, foreign schools or home-based private educational programs shall be required to provide a transcript or other record of academic accomplishments including attendance information, level of academic achievement, subjects completed, credits earned and standardized achievement test record.
  - b. **Credits earned at an alternative/home school will count towards graduation but will not be figured into a student's academic GPA.**
  - c. If academic transfer records are not available or do not contain appropriate information upon which to make placement decisions, the student shall be administered nationally standardized achievement tests and/or District-developed criterion-referenced tests.
  - d. Grades earned in a foreign country by a student with permanent residence status, will be matched to similar classes in the District as closely as possible. Credits will count toward graduation, but not towards the students' academic GPA.
  - e. Credits earned abroad will be awarded Pass-Fail credit but will not be figured into the student's academic GPA.
  - f. A student's grade will consist of an adequate number of tests, quizzes, projects, daily assignments and homework. The grades are unweighted and letter grades will be assigned the GPA point value listed below.

The District Grading Scale is as follows:

Letter Grade	Percentage	GPA Points	Letter Grade	Percentage	GPA Points
A	94 -100	4.0	C	73-76	2.0
A-	90-93	3.67	C-	70-72	1.67
B+	87-89	3.33	D+	67-69	1.33
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.67	D-	60-62	.67
C+	77-79	2.33	F	59	0.00

*The District shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, age, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.*

LEGAL REF.: 118.13 Wisconsin Statutes  
PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.: 411-Rule, Student Discrimination Complaint Procedures

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