

## **GRADING AND DEVELOPMENTAL FEEDBACK**

**345.1**

The purpose of grades is to accurately reflect individual student achievement as related to course objectives.

The School Board recognizes that students learn best through a system of clear learning objectives, quality formative assessment, developmental feedback, and the opportunity to respond to that feedback.

This process of formative assessment and developmental feedback has the following purposes:

- To help students understand the relationship between their current performance and the desired/next level of performance.
- To help students understand the relationship between the effectiveness of their effort and their results.
- To develop each student's ability to think critically about his or her own work.
- To encourage students to take risks that result in the development of new skills and deeper learning.
- To empower students to improve their performance over time.
- To inform teachers about student progress toward objectives so teachers can provide responsive instruction.

Effective use of developmental feedback to enhance student learning includes:

- Frequent use of formative assessments to guide teaching and learning.
- Frequent use of timely, quality feedback (e.g. comments and/or rubrics) that is communicated to, and understood by, the learner.
- Involvement of students in self-assessment throughout the teaching/learning process.

Furthermore, the School Board recognizes that formal grade reporting is necessary to provide summative information about student performance, and that information is used by various stakeholders.

The process of summative assessment and grade reporting has the following purposes:

- To apprise the student, parents, teaching staff and administration of how well the student meets objectives in a grade level or course.
- To provide an official record of student performance to advise stakeholders about next steps in the student's educational sequence (promotion, pre-requisites, college admission, etc.)

Effective use of summative assessment and grade reporting includes:

- Clear and timely communication to students as to grading criteria and components.
- Achievement of course objectives as the primary factor in determining grades.
- Accurate reflection of student achievement as related to meeting course objectives.
- Giving priority to evidence related to the most important skills, content knowledge and course objectives.
- Separate feedback on effort, behavior, and attendance.

Grades shall reflect student progress through a variety of assessments including, but not limited to, such things as: in-class assignments and activities, homework assignments, portfolios or work samples, research projects, authentic performance assessments, quizzes, tests and examinations.

Initial practice with new skills or concepts should be supported with timely developmental feedback but should not be graded. Homework assignments shall be in accordance with established procedures (Policy 345.3).

Sincerely held religious beliefs must be accommodated (Policy 323.1) with regard to any assessment, activity or test from which grades are drawn.

Grading procedures shall be free from any discriminatory practices and/or language and shall be in accordance with state and federal guidelines for special education students and English language learners.

#### Teachers' Role and Responsibilities

- Formative assessment and developmental feedback:
  - Throughout the learning process, place more emphasis on a learning orientation for students that focuses on the development of skills and content knowledge than a performance orientation that focuses on the accumulation of points and grades.
  - Ensure timely, developmental feedback that emphasizes progress toward course objectives and provide opportunities for students to respond to that feedback.
  - Provide opportunities for students to self-assess their work.
  - Provide additional learning opportunities and support for students as reasonable and appropriate.
  
- Summative assessment and grade reporting:
  - At all grade levels:
    - Ensure that grades reflect individual student achievement as related to course objectives.
    - Inform students at the beginning of a course of the course objectives, and the basis upon which students' performance will be assessed and graded.
    - Use a variety of assessments to monitor and measure student performance.
    - Align key assessments, grading scales and grading practices with grade level or subject area teams.
    - Maintain accurate records of student progress.
    - Refrain from providing extra-credit for work not related to course objectives. Refrain from grading on a curve in a manner that limits the number of students who can obtain certain grades.
    - Support the need for balance among the many learning activities in the life of a student.
  
  - At the elementary level (K-5):
    - Ensure that report card marks or grades reflect what students know and are able to do in relation to grade level objectives with emphasis given to their most recent level of performance.
    - Provide separate, summative feedback on a range of skills including: learning skills, citizenship, behavior, attitude, participation and effort as these components are not a part of the achievement grade. (Participation that demonstrates understanding or skill such as formal discussions, presentations, and performances can be graded.)
  
  - At the secondary level (6-12):
    - Ensure that report card grades reflect individual student skills and understanding in relation to course objectives.
    - Provide separate, summative feedback on behavior and effort as these components are not part of the achievement grade. (Participation that demonstrates understanding or skill, such as formal discussions, presentations, and performances, can be graded.)

### Student Role and Responsibilities

- Complete school work in a thoughtful, timely manner.
- Prepare for assignments and assessments in order to develop skills and understandings.
- Respond to developmental feedback in order to further develop skills and understandings.
- Take ownership for the honesty and integrity of all assignments/assessments.
- Ask questions, seek additional support, and try new learning strategies as necessary.

### Parent/Guardian Role and Responsibilities

- Throughout the learning process, place more emphasis on a learning orientation for students that focuses on the development of skills and understandings than a performance orientation that focuses on the accumulation of points and grades.
- Promote developmental feedback as an important part of the learning process.
- Understand and reinforce expectations for quality student work.
- Monitor student progress in meeting course objectives in a manner that empowers students to develop personal responsibility and autonomy.
- Support the need for balance among the many learning activities in the life of a student.

### Administrative Role and Responsibilities

- Throughout the learning process, place more emphasis on a learning orientation for students that focuses on the development of skills and understandings than a performance orientation that focuses on the accumulation of points and grades.
- Ensure that feedback and grading practices are consistent with the educational goals of the School District of Whitefish Bay.
- Facilitate communication among teacher teams concerning feedback and grading.
- Monitor and support teachers in their implementation of the district grading policy into grade level/subject area team's policy and practice.
- Facilitate communication among teachers, students, and parents regarding student performance and progress.
- Support the need for balance among the many learning activities in the life of a student.

Written grades will be issued on the following schedule:

<u>Grade Level</u>	<u>Frequency</u>
Kindergarten:	twice yearly
Grade 1-5:	three times yearly
Grades 6-12:	four times yearly

Student performance and progress toward course objectives are also discussed at parent conferences.

Adoption Date	-	5/13/87, 3/9/88, 6/2/93, 10/9/96, 7/16/2008
Legal Reference	-	Section 118.13 Wis. Stats.; PI 9.03 (1) Wis. Admin. Code
Cross Reference	-	411-Rule, Student Discrimination Complaint Procedures 323.1, Accommodating Sincerely Held Religious Beliefs 345.3 Homework Policy