

REGIONAL SCHOOL UNIT No. 67**GRADING AND REPORTING**

The R.S.U. No. 67 Board of Directors is committed to maintaining high expectations for learning for all students and to providing a fair process for evaluating and reporting student achievement that is understandable to students and families and relevant for instructional purposes. The Board believes that grades are a component of such a process and that grades serve three primary purposes: (1) to provide accurate information about student achievement (separate from work habits) to students, families, colleges, and potential employers; (2) to help teachers make adjustments in instruction based on how well students are meeting expectations; and (3) to support individual students and their learning.

Grading and reporting practices should be based on a common philosophy within and across schools making up the district; therefore, the following grading and reporting guidelines should be in place:

- A. What is graded should be directly related to learning goals articulated in the R.S.U. No. 67 curriculum for a given grade or course.*
- B. Grades should be based on the degree to which students meet the learning goals, not on how well students achieve relative to one another.
- C. Grades for academic achievement should be based on multiple, appropriate, and varied sources of evidence collected over time.
- D. Before instruction begins, teachers should discuss with students (in age-appropriate ways) all learning goals and the manner in which achievement of those goals will be assessed.
- E. Any given grade should be based on criteria clearly established and communicated to students and should be weighted in a manner consistent with the importance of the intended learning goal(s) associated with that grade.
- F. Teachers should ensure that students receive timely feedback on formative assignments; but grades, if given, for such assignments should not distort overall achievement. Grades recorded on report cards should primarily reflect summative assessments of learning** (SEE Policy IKB and IKB-R: Independent Practice and Preparation).

**Learning goals* are understood to be clear descriptions of what students are expected to know and be able to do after instruction has occurred. Students with special needs will receive grades consistent with the learning goals identified in their Individual Education Plans (IEPs).

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**The term *assessments* is understood to mean any measure of learning used by a teacher (e.g., quizzes, chapter or unit tests, projects, essays, etc.). *Formative* assignments/assessments are those that are designed to provide information that teachers can use to adjust instruction and that students can use to improve performance during a lesson or unit (assessment *for* learning). *Summative* assignments/assessments are those that are designed to determine the extent to which students have mastered a concept or skill after students have had sufficient opportunities to learn and practice a concept or skill (assessment *of* learning).

- G. When more than one assessment of the same learning goal(s) are used, the more recent or most consistent evidence of learning should be used to determine the final grade for a ranking period or course.
- H. When multiple opportunities to demonstrate learning are provided (i.e., second or more chances to take a test or to complete an assignment used as evidence for a grade), teachers should use the highest, most consistent mark/grade, not an average of the marks/grades earned by the student.
- I. Teachers should record and communicate evidence of student achievement on an ongoing basis so that students and their families can monitor their progress and make adjustments as needed.
- J. Students who are absent must be given opportunities to make up assignments/assessments that will be used as evidence for a grade without penalty. In general, students should have a minimum of the number of days absent plus one day to make up missed assignments/assessments. Teachers may give students more than the minimum number of days if they believe circumstances warrant additional time.
- K. Assignments that are not submitted should be identified as incomplete, not assigned a zero. Each school should develop and implement its own procedure for dealing with incompletes.
- L. In determining grades, teachers must decide whether they have sufficient* evidence of achievement. If not, the “grade” recorded should represent *Insufficient Evidence/Incomplete*. Where credits are involved, this “grade” (*Insufficient Evidence/Incomplete*) means no credit until the missing assignments/assessments are completed and the grade is updated.
- M. Feedback about academic achievement and feedback about non-achievement factors (e.g., attendance, behavior, participation, extent to which assignments are submitted on time, etc.) are equally important. Feedback about academic achievement (including grades), however, should be reported separately from feedback given about non-achievement factors.

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Participation in the teaching and learning process and the intellectual exchange that occurs in the classroom make attendance a vital component of a quality educational experience. Regular attendance and engagement are, therefore, strongly encouraged and considered necessary for meeting grade-level and course expectations unless there are extenuating circumstances requiring a different approach.

*Sufficiency is determined by the amount of evidence needed to determine a student's level of proficiency regarding one or more learning goals. If a student has not completed one or more assignments/assessments, but the evidence available clearly shows that the student understands the concepts and has the skills taught during a given grading period, he/she should be awarded a grade for the period. If there is not enough evidence available to determine the extent to which a student understands the concepts and can demonstrate the skills taught during the grading period, the "grade" recorded should represent *Insufficient Evidence/Incomplete*.

"When grades are given for any course of instruction, the grade awarded to a student is the grade determined by the teacher of the course; and the determination of the grade by that teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, is final."* Unique situations may arise that require teacher and administrator discretion. Teachers and administrators, therefore, must be allowed to exercise professional judgment within the guidelines of this policy.

Legal Reference: *20-A MRSA, Chapter 207-A §4708

Cross References: IK—Academic Achievement
IKB—Independent Practice and Preparation
IKB-R—Independent Practice and Preparation Procedures
IKAB—Report Cards/Progress Reports
IKAC—Parent Conferences

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