



The Purpose of Grades

The mission of District 200 is to inspire, educate, challenge and support all students to reach their highest level of learning and personal development. We believe all students can learn beyond expectations and that each student deserves a challenging, rigorous, and comprehensive curriculum. Our curriculum and students' experiences in our schools will inspire in them a passion to excel.

Grades and assessments are the method by which teachers communicate what has been learned. Both District 200 high schools have spent time researching best practice and discussing how grading systems can more accurately and equitably communicate student progress and learning.

The purpose of grades is to accurately communicate student learning progress through purposeful and timely feedback, as students develop enduring understandings and work toward mastery. Our goal is to provide students with transferable skills, equitable learning opportunities, and experiences that will inspire lifelong learning. The goal of this communication is to outline some of the shifts in our approach to grading and assessments.

Grading Student Learning vs. Student Behaviors

In order to accurately communicate student learning progress, grades must reflect academic achievement. While appropriate effort and behaviors are needed for high level learning, grades must report what a student knows and is able to do. As students work toward mastery of these standards and skills, teachers will continue to provide students feedback on their behaviors and effort as it relates to academic performance.

Summative & Formative Assessments

Both high schools will be using summative assessments and formative assessments. Traditional tests, quizzes, papers, projects, and homework will be assigned as in the past, but how they are inputted into a grade will depend on whether they are used formatively or summatively. Formative assessments provide students an opportunity to learn, develop skills, and practice with feedback but without an assigned grade. Summative assessments determine what a student has learned or can do after initial instruction has been completed and is assigned a letter grade.

Homework

Homework assignments are an opportunity for students to practice what they have learned after teacher instruction on a concept or skill. These assignments serve as markers for student progress and help them clarify what they know and can do and what still requires learning. Homework assignments allow students to make mistakes and learn from them. Assignments given by teachers for homework directly connect to summative assessments.

Retakes & Redos

Students will have the opportunity to retake assignments and/or assessments in order to demonstrate learning and mastery as students learn in their own way and at different times. Allowing retakes provides all students the chance to continue learning and show they have achieved the desired learning objectives. *Teachers will communicate when and how students should receive a retake opportunity.* This could include, but is not limited to, retaking only a portion of an assessment that covers a particular skill or topic that was not mastered or an alternative assessment to measure student learning. Students may have to demonstrate what process or steps they have taken to prepare for a retake opportunity.

Comment Codes

Effective, consistent communication is essential for providing students and caregivers with feedback on student progress. High schools will use a standardized system of comment codes across the buildings in order to keep students apprised of what topics and skills they have learned and what they are still working on.

| Code | Comment Code | Purpose of Comment Code | Grade Calculation |
|------|--|--|-------------------|
| mi | MISSING - not turned in; still accepting for credit (40%) | This is WN's minimum grade for an unattempted assignment. The teacher is still accepting this assignment for points but the initial due date has passed. | 40% |
| na | NO ATTEMPT - not turned in; no longer accepting for credit (40%) | This is WN's minimum grade for an unattempted assignment. The teacher is no longer accepting this assignment for points. | 40% |
| in | INCOMPLETE - insufficient demonstration of learning; resubmit for improved score (50%) | This is WN's minimum grade for an attempted assignment. Work scored at or below a 50% due to incomplete portions or insufficient demonstration of learning. The teacher would like the student to reattempt it for an improved score. | 50% |
| nm | NOT MASTERED - insufficient demonstration of learning; cannot resubmit for improved score (50%) | This is WN's minimum grade for an attempted assignment. Work scored at or below a 50% due to incomplete portions or insufficient demonstration of learning. The teacher is no longer accepting this assignment for points. | 50% |
| ab | ABSENT - Did not attend class; need to make up. | Student was absent the day the class worked on this or the day it was due. The teacher wants to communicate that there is no grade deduction for the absence and that this is an assignment the student needs to complete because they were not in class. | n/a |
| exc | EXCUSED | The teacher has determined that due to the student's extenuating circumstances, the student does not need to complete this assignment. | n/a |
| r | RETAKE | The teacher entered the score and then the "r" code to show that it is a retake. | n/a |
| l | LATE | The teachers wants to communicate that the assignment was not completed by the due date; no score deduction. | n/a |

Resources Available to Students

Our high schools have prepared resources to help students meet their academic goals. Access to retakes and redos, additional help during resource periods, support from academic interventionists, an after school late bus, and academic support before school on late-start dates are some of the programs that will be options for students. Details on local supports available and how to access those resources will be communicated by your student's school.