

MOUNTAIN VIEWS SUPERVISORY UNION

BARNARD · BRIDGEWATER · KILLINGTON · PITTSFIELD · PLYMOUTH · POMFRET · READING · WOODSTOCK

GRADING

Policy

Woodstock Union Middle School and High School's grading system will clearly communicate objective feedback to parents and students regarding the students' individual strengths and challenges and be easily understood by stakeholders and external organizations. The Board will hold the Administration responsible for successfully identifying, implementing, and communicating the procedures in a clear and consistent manner.

Aspects of traditional grading utilized:

Letter grade and 4-point GPA REPORTING

Student performance will be reported using traditional letter grades and a 4-point grade scale for summative assignments and report cards, and a 4-point GPA for transcripts.

Aspects of proficiency-learning utilized:

STANDARDS-BASED REPORTING

Standards will be clearly described in course syllabi, in assignment descriptions, and in the grade reporting system. This clarity and detail will communicate objective feedback to parents and students regarding the students' individual strengths and challenges. The standards in each course will have equal weighting in determining the course grade.

4 POINT GRADING SCALE

Student performance will be reported using a 4-point scale with increments in between each whole number, equaling eleven possible grades. The number indicates the level of performance on the standard, with 1 = Beginning, 2 = Approaching 3 = Proficient, and 4 = Distinguished. Corresponding letter grades will be used as well for the overall course grade.

FORMATIVE and SUMMATIVE GRADING

Course assessments will be either Formative (Practice work and skill development) or Summative (Mastery of Skills and Essential Learning Targets).

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Examples of summative assessments may include:

- tests and exams
- major projects
- research papers
- major essays
- presentations
- performances
- anything that a teacher may use to evaluate a student's level or mastery

Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Formative assessments have less impact on the overall grade, not to exceed 25% of summative assessment values.

Formative assessments may include:

- gradable homework assignments
- study guides

- quizzes
- “rough drafts”
- journals
- other “practice” items

GRADE REPORTING

On the report card, grades will be reported with a 4-point grade scale* and an overall course letter grade. On the transcript, letter grades and a 4.0 GPA will be used. A grade conversion chart will be found in grading procedures in the Student Handbook and in the online gradebook.

*The District has aligned the proficiency grading system to a 4-point GPA grade scale.

HOWLS (HABITS of WORK and LEARNING)

The HOWLS assessment measures participation, preparation, and perseverance; further detailed in the Student Handbook. This assessment will be a small portion of each course grade (less than 10%).

ASSIGNMENT DUE DATES

Specific timelines for making up missed work or assessments will be detailed in grading procedures in the Student Handbook.

EXTRA CREDIT/RETAKE ASSIGNMENTS

No extra credit will be given because it does not indicate mastery. Alternatively, students have the opportunity to demonstrate mastery by re-taking assignments under specific conditions. In cases in which students wish to improve a summative assignment grade, at teacher discretion, summative assessment opportunities will be provided to give students an additional opportunity to show mastery of the standards. Procedures on retaking assignments will be detailed in grading procedures in the Student Handbook.

FINAL GRADE CALCULATION

The final grade calculation procedures will be clearly articulated in the Student Handbook.

INCOMPLETE GRADES

Procedures and timeline changes to final grades and/or incomplete grades will be detailed in grading procedures in the Student Handbook.

NO CREDIT RESPONSE

Students are held to high academic standards and will be provided with multiple opportunities and supports to achieve a passing grade for a course. Students who receive a course grade below a C will receive no credit for the course.

TURN AROUND TIME FOR GRADE ENTRY

Timely entry of grades and scores on assignments is important for the feedback to be meaningful and actionable. This timeframe will be defined in the grading procedures in the Student Handbook.

Amendments approved: June 5, 2023

Amendments approved: September 9, 2019

Date Warned: June 18, 2019

Date Adopted: July 8, 2019