

## Grading

**Goal:** Interim and Report Card grades shall be as pure a measure as possible of student achievement in mastering content standards and course outcomes.

**Purposes of Grades:**

- Communicate a measure of performance related to student achievement of course objectives
  
- Provide feedback and guidance regarding student learning

Grading Practices	Suggestions
1. The Range of F	1. Consider using one of these grading scales: <div style="display: flex; justify-content: space-between; margin-left: 100px;"> <div style="text-align: left;"> <p>A = 90% - 100%</p> <p>B = 80% - 89%</p> <p>C = 70% - 79%</p> <p>D = 60% - 69%</p> <p>F = 50% - 59%</p> </div> <div style="text-align: center; margin: 0 20px;">or</div> <div style="text-align: right;"> <p>A= 4</p> <p>B= 3</p> <p>C= 2</p> <p>D= 1</p> <p>F= 0</p> </div> </div>
2. The Zero	2. Consider assigning an I (Incomplete) as the grade for the assignment. The I should be converted to the appropriate letter grade after the student completes the assignment. Assign a 0 at the end of the marking period if the student has not completed it.
3. Compliance vs. Achievement	3. Communicate student behaviors via report card comments and communications with parents. Derive grades from student work that measures learning.
4. Grade Learning; Give Feedback on Process	4. Give feedback on formative assignments. Grade summative assignments. Since learning is developmental and grows with time and repeated practice, emphasize more recent achievement when determining grades.
5. Extra Credit	5. Extra credit should be awarded as an extension of student learning of course outcomes, and not as a substitute for missed learning or as a way to accumulate points for activities not related to course outcomes.
6. Group Grades	6. Avoid including group scores in grades. Following a cooperative learning activity, assess students individually to determine what they know, understand, and can do as a result.