

**How does the district calculate letter grades? What are the percentages associated with a letter grade?**

The final (semester) letter grade for every secondary course at Interstate 35 is calculated using the District Letter Grade Scale in PowerSchool. Letter grade percentages are determined by averaging the power standard assessments for the semester. A letter grade is then assigned based on the total score.

Course letter grades are determined at semester using the following scale:

<u>Scale Score/GPA</u>	<u>Letter Grade</u>	<u>Percentage</u>	<u>Descriptor</u>
4.0-3.67	A	94-100%	Exceeds Standard
3.66-3.34	A-	90-93%	Meets Standard
3.33-3.01	B+	87-89%	Meets Standard
3.0-2.67	B	83-86%	Meets Standard
2.66-2.34	B-	80-82%	Meets Standard
2.33-2.01	C+	77-79%	Approaching Standard
2.0-1.67	C	73-76%	Approaching Standard
1.66-1.34	C-	70-72%	Approaching Standard
1.33-1.01	D+	67-69%	Developing Standard
1.00-.67	D	63-66%	Developing Standard
.66-.01	D-	60-62%	Developing Standard
0	F	0-59%	Incomplete or No Evidence

**Why is the district transitioning away from “total points” toward the use of a common 4 point scale?**

Research has shown that when teachers assign their own weighting and point values to assessments, students can receive a broad range of scores from teacher to teacher on the same assignment. This can lead to inconsistencies, and potential inequities, with regard to grades that students earn. As our district grading philosophy articulates that we value “fair and equitable practices across the district” for all students, we need to align our practices to that value.

The concept of using a common 4 point scale is similar to an approach most parents and students are very familiar with: the use of a rubric to score assignments. Well written rubrics, or scales, define a continuum of knowledge and understanding related to a topic or standard. An assessment can be created so a teacher knows the understanding of his or her students on a certain standard.

Example: Standard A can be assessed in questions 1-5, Standard B can be assessed on questions 5-10. At the end of the assessment a teacher can see if there is a learning gap for students on a particular standard. From that data teachers can create next steps for all students, not just students who are struggling.

As a part of our professional development, all content areas are developing common scales so that we evaluate student work *through the lens of the standard* on a scale that is *common across disciplines*. From a practical perspective, every student will be evaluated on the same set of expectations to show their understanding of the standards for each class.