



Interstate 35 Community School District Grading Policy

5-12 Grading Philosophy

The primary purpose of grading at Interstate 35 Community School District is to communicate information about student achievement to students, parents, and others.

Additional purposes of grading include:

- To provide evidence of individual student progress toward our district academic standards
- To provide opportunities for students to self-assess, reflect and set goals
- To provide parents accurate and meaningful evidence of student growth and learning

5-12 Grading Principles

Both teachers and students are involved in the grading process. Teachers communicate and provide feedback about clear learning targets to students as a regular part of instruction. Students have regular opportunities to self-assess, reflect, and set goals around their achievement status.

Independent practice assignments (in-class and homework) and assessments will be meaningful, purposeful and aligned to grade level/course standards and learning targets.

Students will be able to demonstrate their understanding of grade level/course standards in a variety of ways both formally and informally.

Learning occurs at different rates and in different ways for individual students. Students will be given multiple opportunities to practice key skills before they are assessed and graded. Students will also be given multiple opportunities to demonstrate their understanding of grade-level/course standards following instruction and formative assessment.

Teachers may require evidence of re-learning before students are able to retake/redo a summative assessment. (see reassessment/relearning process below)

Behaviors that contribute to academic success are critical components of college and career readiness. Student behaviors will be reported separately from the academic grade. Teachers and students will use behavior rubrics as a feedback tool to self-assess, set goals, and monitor and share progress.

Practices that distort the accuracy of an achievement grade are not acceptable.

District 4.0 Learning Scale

SCALE SCORE	ACADEMIC DESCRIPTOR	STUDENT-FRIENDLY DESCRIPTION
4	Exceeds Standard	I have demonstrated in-depth, consistent, understanding of the learning goal beyond what was taught.
3	Meets Standard	I have met the learning goal.
2	Approaching Standard	I have demonstrated the foundational skills and knowledge for the learning goal, and I am almost there.
1	Below Standard	I have some understanding of the learning goal, but I have a long way to go.
M	Incomplete or No Evidence Submitted	I have submitted limited or any acceptable evidence to show my understanding of the learning goal.

Reassessment/Relearning Process

Students will be allowed to reassess/relearn to meet or exceed the standard in any class. To reassess/relearn a student must follow the established guidelines on the approved [form](#).