

# IMAGINE TOWN CENTER

## School Operations Policy

### 1-8 Grading Policy

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#### Report Card Purpose Statement:

Our goal and purpose of report cards is to provide a clear and accurate description of each student's progress toward end of course content knowledge.

#### Process Statement:

We base student progress toward mastery on rubrics. We define rubrics as "a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria." (Brookhart, 2013) When assigning point values to performance levels on rubrics, calculation of percentages are objective and constant. We give students many opportunities to practice, attain, and demonstrate mastery of grade level expectations.

#### Product Statement:

Teachers can measure mastery through a variety of measures, including but not limited to: discussions, demonstrations of skills, written and oral reports, performance on tests, end of unit projects, and application of skills and knowledge to new situations.

Mastery is measured by direct assessment in the classrooms, and supported by STAR assessment for mastery. Teachers and school leaders work together to ensure that classroom assessments are aligned to the rigor of the state assessments.

#### Guidelines Statement:

- Teachers and students use data notebooks and portfolios to show student growth.
- Teachers give many opportunities for corrective feedback outside of grading.
- Teachers will give a reasonable amount of time for work to be completed outside of the classroom.
- Teachers will grade two assignments weekly per subject to allow for balanced grading.
- Teachers may create opportunities for students to complete missing work up to 2 weeks from the original due date. Incomplete work will not be graded higher than 50% unless accommodations provide for extended time.
- A "0" may only be given in rare instances where a student refuses to do the work and it is documented in the student's data notebook and/or Jupiter.
- Teachers may give up to 2 weeks to complete missing work, however, individual situations and justice for each child should be considered. Teachers should keep in mind that the goal is to show understanding of the concept.
- Since we use grades to reflect end of course content knowledge, we won't grade thoughtful work that demonstrated effort below 50%.