



# A Guide to Grading, Report Cards, and Transcripts Written for Students and Parents

Sanborn Regional High School believes that the purpose of grading is to communicate student achievement. Grades are not about what students *earn*, they are about what students *learn*. All teachers at Sanborn use the same grading practices in their classrooms. The purpose of this document is to explain how those practices work and how our school communicates grades on report cards and transcripts.

## Academic Grades and Work Study Practices

All courses have an overall final course grade that is generated from academic grades that are recorded throughout the course. Academic grades are communicated separately from academic behaviors (also known as work study practices) on report cards and transcripts.

**Academic Grades:** Each course at Sanborn has specific *big ideas*, known as competencies. Course competencies answer the question: *What is it we want our students to know and be able to do?* Each competency is broken down into a subset of specific skills and learning targets known as performance indicators. Teachers give assessments throughout the year, linked to performance indicators which are then linked back to specific competencies. Students must receive a *passing* grade in each competency in order to receive credit for a course.

**Work Study Practices:** Throughout the year, teachers grade students on six work study practices in all courses at Sanborn. These practices measure a student's skills in communication, creativity, collaboration, and self-direction. These are communicated separately on report cards and the final transcript.

## Formative and Summative Assessments

**Formative Assessments** capture a student's progress through the learning process and explain to what extent a student is learning a concept or skill. These assessments are considered *practice*, and therefore are not weighted more than 10% of an overall course grade. Examples include class work, homework, and quizzes.

**Summative Assessments** are comprehensive, performance-based measures that demonstrate what a student knows and is able to do. These assessments are linked to one or more of the course competencies and are weighted at least 90% of the overall course grade. Examples include research projects, presentations, labs, writings, tests, simulations, and inquiry tasks.

## Grading Scale

Formative and summative assessments are graded on a 4.0 to 0.0 rubric scale using the letter grades E (Exemplary) 4.0, P (Proficient) 3.0, BP (Basic Proficient) 2.0, LP (Limited Proficient) 1.0, or NM (Not Met) 0.0. A student's final course grade computes as a numerical grade between 4.0 and 0.0 with 1.5 being the minimum passing numerical course grade. The following table explains the grading scale:

	Letter	Level	What The Level Means	Assessment Grade Value	Course Grade
Competent (Passing)	E	Exemplary	I consistently and independently demonstrate the ability to analyze and synthesize essential content knowledge, and skills in a new task.	4	3.5-4.0
	P	Proficient	I consistently and independently demonstrate the ability to apply and transfer essential content, knowledge, and skills in a new task.	3	2.5-3.4
	BP	Basic Proficient	I demonstrate the ability to comprehend and apply essential content, knowledge, and skills in a familiar task.	2	1.5-2.4
Not Competent (Failing)	LP	Limited Proficient	I am still trying to demonstrate the application and transfer of essential content, knowledge, and skills.	1	0.5-1.4
	NM	Not Met	I am not yet competent in this performance standard.	0	0.0-0.4



*Competency is the ability of a student to apply content knowledge and skills in and/or across the content area(s).*

## Reassessment

Students are encouraged to practice continuous improvement in their learning through reassessment. Students are eligible to reassess *summative* assessments after meeting with the teacher and developing a reassessment plan. The plan would indicate a specific deadline that is strictly enforced. A reassessment focuses on the part(s) of the assignment for which the student did not demonstrate competency or completing an alternative assignment which will demonstrate the student's competency. The teacher records the new grade for the assignment in the grade book.

## Mandatory Assessments and Deadlines

Students are expected to complete all major summative assessments in a timely manner. Students who refuse to complete an assessment on time will receive classroom and/or school-level disciplinary consequences. The grade for that assignment or the overall course will be recorded as Insufficient Work Shown (IWS) until the student completes the work. The teacher will work with the student and their parents to resolve the issue as soon as possible. After ten school days, if the student does not submit the work, the grade for that assignment may remain as an IWS which would carry a weight of zero. This may impact both competency scores and the overall course grade. An IWS final grade equals no credit for a course.

## Learning Trend

It is a student's most recent work that is the best indicator of how well they have learned a concept or skill. For this reason, competency grades give higher weight to more recent work. This calculation is performed separately so as not to impact the overall course grade. This model is called a learning trend, and it is used when four or more assignments have been linked to a competency. If fewer than four distinct assignments have been linked, the competency grade will be computed using a simple average. Most students find that their competency grades are computed using a simple average for the first part of the school year until more assignments have been entered into the grade book which triggers the learning trend model to kick in.

## One Term (Rolling) Grading

A student's final overall course grade is cumulative over the entire length of a course; it is not an average of quarter grades.

## Receiving Course Credit

A student will receive credit for a course when both of the following two conditions have been met:

1. They receive a passing overall course grade (numerical grade of 1.5 or higher),
2. They receive a passing letter grade for each competency (letter grade of BP, P, or E).

If one or both of these conditions are not met, the student will need to do credit or competency recovery. Both of these programs are managed by a guidance counselor who works with the teacher for the course.

**Credit Recovery:** If a student does not receive a passing overall course grade, they will have to recover the credit for that course by repeating it either at Sanborn or by registering for an approved online program.

**Competency Recovery:** If a student does not receive a passing grade on one or more of the competencies for that course, they will receive a final course grade of Not Yet Competent (NYC) and they will need to recover each failed competency using an alternative method such as an online module or a teacher-directed project. Once completed successfully, the NYC grade will be replaced with the actual final course grade earned and the competency recovery will be noted in the transcript.

## Online Grades, Report Cards, and Transcripts

Grades can always be viewed in real time online. The Guidance Office issues unique logins and passwords for both students and parents to the online viewer. At any time, individuals can print a report card from viewer. The report card lists, for each course, the competency grades, work study grades, and overall course grade. Periodically, the Guidance Office will print for students their transcript report, which summarizes all of the course grades and summary work study practice grades for a student for their entire high school career.

*Need an example to help you understand this better?*

*Consider a Driver Education Course:*



Driver Education is something familiar to many, so let's use that as an example to explain how this all works.

A competency for your driver education class might be your ability to park a car in a variety of settings and situations. Your instructor will assess this competency using several performance indicators such as perpendicular parking, parallel parking, and angular parking.

Your instructor does lots of formative practice with you in the classroom and in the car. Your summative assessment is your opportunity to demonstrate to the state your understanding of all of the Driver Education competencies, including parking. You do this through a comprehensive written exam and a performance-based road test.

You have the ability to reassess your summative assessment with the state at any time. Unlike courses at Sanborn, which offer three different levels of passing (basic proficient, proficient, and exemplary), your driving tests are simply pass or fail.

The state holds every driver to a certain standard for performance on the road. It doesn't matter how long it takes you to achieve that performance standard, but once you can demonstrate it you have earned the right to drive on the road.