

Paul Laurence Dunbar High School -- Grading Policy

Rationale

In order to prepare all students for college and career readiness, teachers, parents, and students must have an accurate understanding of student learning. The goal of our updated grading policy and standards-based grading system is to provide **consistent, accurate, meaningful, and supportive feedback**. Standards-based grading provides a transparent grading system which promotes student ownership and allows teachers to be supportive resources to help all students reach content mastery.

To assess a student's knowledge, skill, and/or performance in relation to specific standards-based learning targets:

- All classes will have a list of standards/learning goals (key learning) that will be taught and assessed.
- All units will be designed with formative assessments focused on learning targets that are aligned with and build toward the summative assessment.
- Teachers will provide scoring guidelines, models, and/or rubrics with clear descriptions of the work at the Mastery of Standard and Advanced Mastery levels for the standards/learning goals being assessed.
- Summative assessments that measure multiple standards/learning goals must report separate grades for each standard/learning goal. (Final exams/projects/EOCs may be reported as a cumulative score.)
- A 10% employability category may be included in the course grade distribution at the discretion of the PLC. Grading practices must be the same for all sections of the same course at the same level, although different levels may use different practices.
- Because students' knowledge of standards is being assessed, extra credit will not be available.

To provide specific feedback to students which promotes a growth mindset:

- Throughout the learning process, students will receive timely feedback from a variety of sources (teacher, self, peer, others) that includes identification of students' current performance levels and specific advice on how to improve learning results.
- All students will have at least one opportunity to improve their learning results on a summative assessment of a standard after completing additional instruction. (Excluding final exams/projects/EOCs.)
 - Students must complete all related formative assessments satisfactorily before requesting a reassessment on a standard.
 - For standards that are repeated within the same semester, teachers may embed the reassessment later rather than offering a stand-alone re-take.

To support teachers with data for future instruction and assessment decisions:

- Teachers will meet with their Professional Learning Community (PLC) regularly. PLCs will use a school-approved protocol to analyze student learning results and to make mid-course adjustments related to curriculum, instruction, and/or assessments based on students' formative assessment results.
- Teachers will routinely include individual, small group, and whole-class interventions and extensions during class time based on student learning results.

To communicate student learning achievement to relevant stakeholders:

Degree of mastery for each standard will be evaluated using a five-point scale*:

Perf. Level	Pts	General Description
Advanced Mastery	5	The student demonstrates evidence of mastery at a higher level of rigor or complexity than the standard states.
Mastery of Standard	4	The student demonstrates evidence of mastery at the level of rigor that is consistent with the language of the standard.
Approaching Mastery	3	The student demonstrates evidence of mastery of most of the learning goals associated with the standard, but does not demonstrate mastery on the full grade-level standard.
Developing Skills	2	The student demonstrates evidence of partial mastery of most of the learning goals associated with the standard.
Not Yet	0.1	The student demonstrates little or no evidence of mastery of the learning goals associated with the standard (typically by failing to demonstrate the knowledge, processes, skills, and/or understandings stated in the standard).
Missing	M	The student does not submit the required work.

**Advanced Placement classes have the option of using the AP scale when applicable.*

Grading Category/Distribution:

	Formative*	Employability	Summative	Final/End-of-Course Exam
Without employability	0%	0%	80%	20%
With employability	0%	10%	70%	20%

**The purpose of formative assessment is to measure students' progress as they learn. It is meant for feedback; therefore, it should not factor into the final grade.*

Final Course Grade Determination:

The grade book will average student performance on the standards recorded in the summative category and the final exam to arrive at the final grade for the course that will appear on the report card and on the transcript.

Advanced and AP courses will continue to receive an extra quality point on the weighted GPA.

Final Course Average	Letter Grade
4.0-5.0	A
3.0-3.99	B
2.0-2.99	C
1.0-1.99	D
0-0.99	F