

Instruction

Grading and Promotion

I. General

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/ guardians. The system shall also determine when promotion and graduation requirements are met.

The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance on classroom assessments, and performance based on the Illinois Standards Achievement Test (ISAT), or other measures of achievement progress. A student shall not be promoted based upon age or any other social reason not related to academic performance when remedial assistance has not been provided. The administration shall determine the need for and shall arrange for remedial assistance for a student who is not demonstrating adequate progress toward performance standards.

II. 90/10 Grading Policy

A. Purpose

The Superintendent has established a system of grading which has been commonly referred to as the “90/10 Grading Policy.” This Board Policy on Grading and Promotion is being amended by Board action to formally endorse this system.

B. Framework and Definitions Underpinning the 90/10 Grading Policy

In Valley View School District, we believe that all children can learn, desire to learn, and want to be successful. However, some students may learn at a different rate than others or may require additional support. When this is the case, additional support, in the form of re-teaching or additional interventions or practice, may be necessary to ensure that all students reach mastery of the outlined curriculum and established standards. After this has taken place, reassessing the student is also necessary in order to determine the student’s level of mastery of the academic content. Ultimately, students should be graded on content mastery and not compliance issues. A student’s grade will, therefore, primarily reflect the student’s mastery of the academic curriculum of a given course.

There are three categories of student work that count toward student grades. The first, “summative assessments,” are those that measure the level of success or proficiency that the student has obtained at the end of an instructional unit, by comparing it against some standard or benchmark. The second, “formative assessments,” differ from summative

assessments in that the goal of formative assessments is to provide feedback on teacher instruction and student learning while instruction occurs. Formative assessments are more closely aligned with the learning process, i.e., the route that is taken to reach the goal of content mastery, rather than a measure of student proficiency. The final category is “compliance activities.” Compliance activities are those activities which may be used by teachers to help students through the learning process, but are more practice or compliance in nature, such as: homework; class work; practice drills; perceived effort, motivation, and attitude; and class participation. Department chairs, through the guidance of the Superintendent and building administrators, will provide guidance to teaching staff on the types of assessments, assignments, and activities that fall within each of these categories.

C. 90/10 Grading Policy

It is the policy of the District that a student’s grade will primarily reflect the student’s mastery of the academic content of the curriculum of any given course. To this end, at least 90% of the student’s final grade will be based on the student’s scores on summative assessments. The remaining balance of the student’s grade, up to 10%, can be based upon the teacher’s assessment of the student in compliance activities and formative activities that allow for student practice of recently-learned concepts.

D. Re-assessment Opportunities

In order to ensure that students are engaged in learning and are given both the tools to master the curriculum and the opportunity to demonstrate mastery of curricular content, students will be required to retake summative assessments whenever the student obtains a grade of D or below on a summative assessment. A comparable, alternate form of assessment should be used to assess the specific targets where mastery was not demonstrated. Prior to retaking a summative assessment, the student is expected to earn this opportunity by accomplishing an activity/ activities that are designed by the teacher to prepare the student for the re-assessment. The intention of such activities is to assist the student in better comprehension of the curricular content and to be better prepared to demonstrate mastery during the assessment retake opportunity.

If a student’s grade on a summative assessment is higher than a “D,” it will be at the teacher’s discretion whether to allow the student to retake the assessment. In such a case, there must exist evidence of a higher level of mastery by the student in order to trigger the teacher’s consideration as to whether to allow the student a re-take opportunity. The Superintendent, or Superintendent’s designee, will develop a rubric for reassessment.

E. Additional Considerations

Students will not be provided opportunities to retake final exams or standardized tests required by the Illinois State Board of Education for purposes of assessing adequate yearly progress, i.e., ISATs or PSAEs.

This Policy shall not be applied in any way inconsistent with a student's Individualized Education Program (IEP) or Section 504 Plan. The IEP team or Section 504 team may determine whether the unique needs presented by the student with a disability warrant an accommodation in this manner that this Policy is applied to that particular student.

This Policy shall not be interpreted to create any right to challenge grades or promotion criteria or the application of this Policy beyond what may already exist under federal or state law or District policy.

III. Changing Final Grades

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District Administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- a miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- the teacher agrees to allow the student to do extra work that may impact the grade;
- an inappropriate grading system was used to determine the grade; or
- an inappropriate grade was issued based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/10-20.9a; 105 ILCS 5/10-21.8; and 105 ILCS 5/27-27

RELATED RESOURCES: Ehringhaus, C.G. (2007). *Formative and Summative Assessment in the Classroom* Retrieved [date], from National Middle School Association:

<http://www.nmsa.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>

Whys and Hows of Assessment. Retrieved [date], from Carnegie Mellon Enhancing Education:

<http://www.cmu.edu/teaching/assessment/howto/basics/formative-summative.html>

CROSS REF.: 6:290 (Homework); 6:300 (Graduation Requirements); 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

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