

# Roy H. Mann Uniform Grading Policy

2014-2015

The basic elements of Common Core Standards-Based grading include:

- CCLS applicable to all content areas
- Identification of specific learning targets
- Assessment of each learning target
- Recognizing that learning is a work in progress
- Allowing students to reflect upon and re-assess their work
- Providing multiple opportunities to meet standards
- Assessments which measure individual performance

When calculating academic grades, the following may NOT be considered in the calculation:

- Attendance/Lateness
- Attitude
- Behavior

The letter grades of E, S, N, and U reflect only student conduct

Prior to assigning quarterly report card grades, you must give students ample opportunity to complete all assignments and demonstrate learning

Performance Levels:

- Level 4: 90 – 100%
- Level 3: 80 – 89%
- Level 2: 64 – 79%
- Level 1: 25 – 64%

**Level 4:** Exceeds grade level standards:

- Consistently meets requirements for **exceptional** work
- Demonstrates **high** level of knowledge and understanding

**Level 3:** Meets grade level standards

- Consistently meets requirements for **proficient** work
- Demonstrates **acceptable** level of knowledge and understanding

**Level 2:** Approaching grade level standards

- Meets **some** requirements for **proficient** work
- Demonstrates **some** knowledge and understanding

**Level 1:** Significantly below standard

- Meets **few** requirements for proficient work
- Demonstrates **little** knowledge and understanding

Grade Breakdown:

**Assessments (Tests, Quizzes, & Projects):** 75% of the grade

**Class work & Participation:** 15% of the grade

**Homework:** 10% of the grade

**Final Grade:** The last marking period grade, which determines promotion, is cumulative

**Students with IEPs and English Language Learners** are subject to the criteria outlined in their Individual Educational Plan and/or the Language Allocation Policy

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