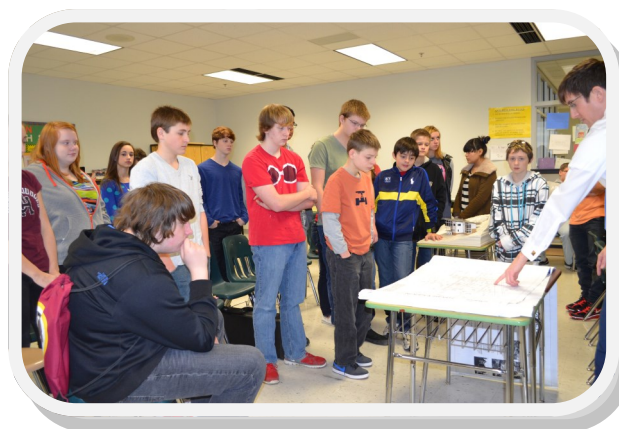


Want to read more about grading and reporting? Take a peek at these!

- *Accountability: Teaching Through Assessment and Feedback, Not Grading* (R. Wormeli, 2006)
- *Beyond Report Cards: Assessing Students on What Matters* (E. Elston, 2004)
- *Grading for Success* (C. A. Tomlinson, 2001)
- *Grading the Same is not How but Why* (A. Kohn, 1994)
- *Grading to Communicate* (T. Winger, 2005)
- *Helping Students Make the Grade* (T. R. Guskey, 2001)
- *How to Grade for Learning* (K. O'Connor, 2009)
- *Making the Grade in Middle School* (R. & A Dyrness, 2008)
- *Repair Kit for Grading: 15 Fixes for Broken Grades* (K. O'Connor, 2007)
- *Seven Practices for Effective Learning* (J. McTighe & K. O'Connor, 2005)



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Winchester Public Schools

*Learning for All, Whatever It Takes*

## Secondary Grading and Reporting Practices



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*Updated May 2016*



# Secondary Grading and Reporting Practices (updated May 2016)

During the 2015-2016 school year, a staff study group sought input from multiple educators on the current secondary student grading and reporting practices and updated these practices to align with feedback and Policy IZA.

## Purpose of Grading

- Supports the WPS *Learning for All, Whatever it Takes* mission and Effective Schools Correlates
- Communicates student achievement to students, parents, and teachers
- Reports students' mastery of standards and other learning objectives at a certain point in time

## History

2010-2011

- Consultant and author, Ken O'Connor speaks to WPS staff on Grading and Reporting
- DMMS & JHHS staffs review secondary grading and reporting

2011-2012

- Secondary Grading and Reporting Summary to the School Board Instruction Committee
- Grading and reporting expectations communicated to DMMS & JHHS staffs and begin implementation

2012-2013

- DMMS & JHHS staffs continue to implement grading and reporting practices
- Staff evaluation of grading and reporting practices
- Staff recommendations on grading practices and scale forwarded to the Superintendent for review and approval.

## Standard Practices (Grades 7 through 12)

**Missing Assignments/Assessments:** Students are expected to complete all assignments on time. Students will be expected to participate in appropriate opportunities for completion of assignments/assessments as designated by the classroom teacher. Students will be provided a minimum of a 2 week make-up deadline for assignments/assessments not submitted on time before the grade reverts to a zero. Otherwise, the teacher and student will develop a plan and timeline for completion of all assignments by the end of the quarterly reporting period. The make-up policy will be listed in each teacher's syllabus.

**Reassessment:** Students who do not show proficiency (mastery) of knowledge and skills taught, as evidenced by performance on summative assessments, will be offered additional reassessment opportunities. Students are provided opportunities to be re-taught content and skill deficiencies and have an opportunity to be reassessed to increase their demonstrated achievement, i.e. grade. The higher score of the summative assessment will be recorded as the final grade. Students will have a minimum of one opportunity to re-take each summative assessment given during the nine weeks' period.

**Grades:** Grades are based on a student's mastery of the nine weeks' objectives by the end of the quarterly reporting period, and are represented by points that are assigned to classroom assignments and assessments. All assignments and assessments will be based on standards and/or learning objectives.

**Communication of Grades:** The parent portal of PowerSchool will be utilized at DMMS & JHHS to communicate grades and will be updated weekly.

## Achievement and Behavior Reporting

Achievement will be reported separately from student behavior.

### Work Study Habits

- O = The student does the work that is assigned, is seldom late in completing work, and gives excellent attention to classroom tasks.
- S = The student usually does the work that is assigned, usually completes the work on time, and gives attention to classroom tasks.
- N = The student rarely does the work that is assigned, seldom completes the work on time, and gives little attention to classroom tasks.

## Grading Scale

Numeric Value	Letter Grade	Quality Points
90-100	A	4.0
80-89	B	3.0
70-79	C	2.0
60-69	D	1.0
59 and below	F	0.0

