



JOIN THE CONVERSATION!

JCSD GRADING PRACTICES

Terms, practices, and expectations for the
2019-20 school year.

JCSD GRADING PRACTICES PANEL DISCUSSION

MAY 6 | 5:00-5:45 P.M.

ARC | 5608 MERLE HAY RD. JOHNSTON

MAY 21 | 7:00-7:45 A.M.

JHS AUDITORIUM | 6500 NW 100TH ST, JOHNSTON

Parents, teachers, students, and community members are invited and encouraged to attend this informational discussion on JCSD grading practices, effective for the 2019-20 school year.

JCSD K-12 Grading Practices Panel Discussion

Purpose of the Panel

To communicate the work collaboratively accomplished by teachers, building principals and district administrators over the course of year.

To ensure students and families navigate a common experience across content areas, buildings, and the district.

Why are standard grading practices needed?

Standard practices ensure grading is:

- Reflective of learning
- Equitable
- Consistent
- Accountable

What are the next steps?

Using feedback from various stakeholders to revise the behaviors reported to parents: Accountability, productivity, collaboration and communication.

JCSD K-12 Grading Practices

Purpose of a Grade

In the Johnston Community School District, we believe the primary purpose of a grade is to provide feedback on student progress and achievement to all invested parties with respect to JCSD standards.

Reassessment

Anything worth grading may be reassessed for full credit. Limits on reassessment windows will be communicated clearly, and supports must be in place to help make the assessment successful.

Homework (Extended Practice)

Homework is practice, not a demonstration of achievement. Practice will be used to provide feedback and insight to students on their learning and will not be graded.

Late Work

There is no academic penalty for turning work in late; however, concerns around late work will be communicated with students and parents.

Insufficient Evidence

Insufficient evidence is anytime a student does not provide evidence of achievement toward the JCSD standards. Reasons for insufficient evidence of learning might include:

1. Missing = marked as "M"
 - a. The student did not attempt assessment
 - b. The student did not turn in the assessment

2. Insufficient Evidence= marked as "IE"
 - a. The student attempted the assessment, but did not provide adequate evidence to demonstrate achievement toward the standard.

*Both an "M" and an "IE" will be calculated at 50% in Infinite Campus to hold an equal proportion of the gradebook as all other letter grades.

Group Grades

Although students may be placed in groups for learning, evidence of achievement will be reported individually.

Extra Credit

Due to our beliefs on grading, extra credit will not be offered.

Reporting Behavior

Grades are based solely on achievement of standards. Non-academic indicators, such as behavior, are essential but communicated separately.

Common Definitions

Term	Definition
Extra Credit	Credit given to improve a grade based on factors that are unrelated to achievement toward the learning of course standards. Extra credit is replaced by reassessment (see below).
Homework	Risk-free, purposeful opportunities to practice, experiment, or explore skills and materials that advance student understanding and proficiency toward standards.
Feedback	The practice of giving students timely information about their performance toward a given standard. Examples of feedback may vary between informal (any encounter with a teacher during class time) or formal (written or verbal).
Student Achievement	The measure of student success in reference to the grade level or course standard.
Academic Penalty	Numerically reducing a student's academic grade.
Reassessment	An additional assessment opportunity that allows students to show what they know and can do. The reassessment opportunity may be a different task as long as students show evidence of the same learning target(s).
Reassessment Window	A clear set of parameters communicated to parents and students during which new learning and re-assessment will occur.
Grade	A reflection only of the student's level of academic achievement in relation to the course standards.

Questions?

Questions can be directed to Chris Bergman, Executive Director of Teaching, Learning, & Innovation. PH: 515-278-0470 | Email: chris.bergman@johnston.k12.ia.us