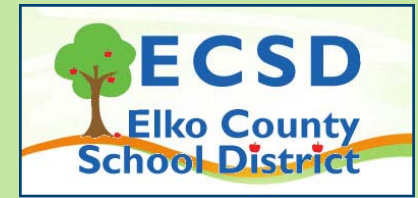


# Grading and Reporting Guidelines

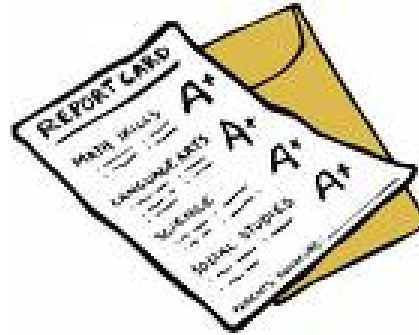
- ⇒ **Guideline 1:** Relate grades to established achievement indicators.
- ⇒ **Guideline 2:** Use agreed upon content area standards when determining grades.
- ⇒ **Guideline 3:** Separate achievement from other valued attributes.
- ⇒ **Guideline 4:** Sample student performance.
- ⇒ **Guideline 5:** Provide regularly scheduled summative assessments to determine grades.
- ⇒ **Guideline 6:** Use quality assessments.
- ⇒ **Guideline 7:** Discuss and involve student throughout the assessment and grading process.

*“Who dares to teach  
must never cease to  
learn.”*

*—John Cotton Dana*



## A Parent's Guide to Grading and Reporting



For more information regarding the new grading guidelines, visit [www.elko.k12.nv.us/pages/grading.html](http://www.elko.k12.nv.us/pages/grading.html).

What you need to know to understand Elko County's grading and reporting guidelines

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### What is a grade?

Academic grades should accurately reflect what a student knows and is able to do in a particular content area.

# Grading and Reporting Guidelines

## What is the goal of the new grading guidelines?

To provide a clear and accurate description of a student's progress in two key areas:

- \* Academic performance relative to identified content standards
- \* Non-academic performance

## Why are we changing?

- ◆ Supports current research regarding student learning
- ◆ Creates a consistent grading policy in all classrooms and schools throughout the district
- ◆ Allows for individual rates of learning but supports all students to achieve proficiency
- ◆ Aligns with Elko County School District's goal of moving towards standards based grading and assessments

## Grading Terms

Grading terms, such as Quarter 1 and Quarter 2 will no longer be used to calculate grades. Grades will be determined on the student's performance over the entire semester. Grades will be summarized into 2 categories: summative and formative. Parents will receive a report of progress at 9 week intervals.

## What are the biggest changes?

### ***Weighting and classification of assignments***

Teachers will classify assignments into two categories: summative and formative.

Formative assessments will be weighted no more than **30%** of the overall grade and will include such things as independent practice, homework, and quizzes.

The purpose of formative assessment is to provide opportunities for students to practice the new skills and material they are learning. Teachers review student practices and provide feedback on student progress. Formative assessments are also used to guide additional teacher instruction as needed. Because formative assessments are given to provide students with practice opportunities to learn new skills, not all formative assessment scores will be included in the student's overall grade.

Summative assessments will be weighted no less than **70%** of the student's overall grade. Summative assessments include such things as end of unit exams and large projects. The purpose of summative assessment is to determine student progress toward meeting the standard.



## Multiple Opportunities for Assessment

Students will be given second chance opportunities to show that they have learned the material.

*Students must show they have completed additional learning activities to earn second chance opportunities. Students will be given full credit for any summative assessment they retake.*

## Non-Academic Grades

Characteristics of a successful learner such as attendance, work habits, participation, social skills and citizenship will be reported separately from academic achievement unless they are included in the course standards.

## How will this make a difference for the students, parents, and teachers?

- Students, parents, and teachers will have a clear understanding of learning expectations.
- Progress reports will more accurately reflect student level of achievement.
- Students will be more involved in self-assessment and goal setting.