

## **Appendix 2.2.3 Promotion Standards For Students in 5th and 8th Grades**

### GRADING & REPORTING SYSTEM POLICY

#### **Philosophy of Grading:**

The purpose of KLA's grading and reporting policy is to establish a set of guiding principles that KLA educators will use to establish a system of grading that fairly, clearly, accurately and consistently communicated student learning progress and achievement. Grading should incentivize students to achieve competence across the cross-cutting competencies and reading, writing and arithmetic.

#### **Philosophies of Grading:**

- Students should have multiple opportunities and ways to demonstrate what they know and can do
- Academic knowledge and skills are both important for students to navigate the world beyond, eighth grade, high-school and post-secondary
- Not yet competent does not equate to failure, instead it provides additional time to practice and progress toward competency and /or higher proficiency standards
- Grades should clearly communicate what students know and do in each class
- At minimum, procedure and practices should reflect all of the aforementioned grading principles
- Give students information about where they are on the learning continuum so that they can succeed as learners

#### **A. Communicating the Grading System**

The Instructional Leader/Principal shall be responsible for ensuring that accurate, up-to-date information concerning the grading system that is a) readily available to all incoming students and their families or guardians at the time of enrollment, and b) published on the school website. A detailed guide to grading and reporting practices will be disseminated to all incoming students and their families at the time of course selection. This policy will also be referenced in each edition of the campus student handbook and on the KLA website. As soon as it is practical and feasible, the Principal will inform all students and their families of any modifications made to the grading system.

#### **B. Academic Grading**

All grading and reporting practices at KLA will reflect the following design characteristics:

- a) The primary purpose of the grading system shall be fairly, clearly, accurately, and consistently communicating the learning progress and achievement to students, families, post-secondary institutions, potential employers, and other relevant stakeholders and audiences.
- b) The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the details information they need to make important decisions about a student's education.
- c) The grading system will measure, report, and document student competence against a set of clearly defined cross-cutting and content-area graduation standards developed by the administration, faculty and staff of KLA.
- d) The grading system will measure, report and document academic progress and achievement separately from behaviors, character traits, attendance and SEL needs.
- e) The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and competency levels, across students, teachers, assessments, learning experiences, content areas and time. The grading system shall not be used as a form of

punishment. Unless otherwise related to specific curricular learning objectives, the following may not affect a student’s grade: class participation, studio participation, attendance, subjective assessment, attitude, neatness, verbal ability, creativity, appearance, hygiene, personality, interpersonal skills, emotional needs, student misconduct, reputation, gender, ethnicity, race, disability and religion.

C. Grading Assessments

KLA will employ a consistent system of grading student work that reports student learning progress and achievement on a 4-point scale that aligns competency levels with competency descriptions. The KLA Exhibitions Guidelines and Performance Indicators (CCRs) will be used to communicate to students both the requirements of an assignment, lesson, project or course as well as provide the descriptors that identify various levels of mastery toward these requirements.

Using rubrics and scoring guides, individual assessments will be scored in accordance with the following competency levels with competency descriptions:

ASSESSMENT GRADING SCALE	
Rubric Proficiency Levels	Proficiency Descriptions
4	Highly Competent/ Exceeds Mastery
3	Competent/ Mastery
2	Developing Competency (Not yet mastered)
1	Emerging Competency (Not yet mastered)
Insufficient Evidence	The student has not submitted work to be assessed.
Insufficient Evidence	The competency/indicator has not been assessed.

D. Grading Courses and Learning Experience

Proficiency scores on graduation standards shall be derived through a common and consistently applied criterion for grading courses and learning experiences. Grades should clearly communicate what students know and do in each class, studio or project. At minimum, procedures and practices should the following grading principles.

Proficiency levels and proficiency descriptions for (1) classes, studios and units of study defined in the KLA Course Policy and (2) student achievement of each graduation standard shall be rounded to a single decimal point and reported in accordance with the following Grading Course and Learning Experiences Scale:

Grading Course Scale	
Proficiency Levels	Proficiency Descriptions: Grading Course and Learning Scale

4.0 – 3.76	Highly Competent	The student demonstrates high competence within the performance standards for the subject, class, studio or project. The student independently and consistently exceeds grade level knowledge, skills and dispositions with high quality work reflecting higher order thinking skills and DOK 3-4.
3.75 – 2.8	Competent	The student demonstrates proficiency within the performance standards for the subject, course or project level concepts and skills with accuracy, quality and independence.
2.7 – 2.0	Developing Competency	The student demonstrates progress the proficiency standards of performance for the subject, course, studio or project of grade level, knowledge, skills and concepts.
1.99 – 1.0	Emerging Competency	The student demonstrates minimal effort towards proficiency standards of the subject, course, studio, or project.
.99	Insufficient Evidence	The student has not submitted a sufficient amount of work to determine his/her level of competency.

#### E. Changes to the Grading System

The teacher, under the leadership of the principal, may modify the grading and reporting system based on the evolving needs of students; but the proficiency levels shall remain fixed, and will continue to measure, report and document student proficiency against a set of clearly defined and consistently applied cross-curricular and content-area standards.

Competency proficiency will be determined by using KLA rubrics and guidelines in each core subject area.

Credit is awarded, by a certified teacher, once a student has been identified as reaching competency on at least 70% of the identified performance indicators (CCRs)[Do] in a class, as well as Competent on 70% of the essential content [know] in a course. Students who do not attain a minimal rating as competent are given additional academic support and re-assessed.

The last reported assessment informs the final level of mastery for a defined period of time (end of semester and/or year) and becomes the final grade. However, it is expected that students would be able to work in subsequent semesters to work toward competency. Students shall have the opportunity to be reassessed on performance indicators not mastered, after a course has been completed or within a specified time frame (1 school year) as defined by KLA. The transcript (should a student transfer out before graduation from 8<sup>th</sup> grade) shall be modified to reflect the highest or 1st recorded level of competence.

#### F. Exhibitions of Learning Grading

Student competency levels are to be assessed through demonstrations of learning in each subject area. Demonstrations of learning can be applied to all studios and classes and units of study defined in the KLA course policy. Exhibitions of learning may be projects, presentations, and/or products through which students 'exhibit' what they have learned and demonstrated whether and to what degree they achieved expected competencies.

Students' demonstrations of learning are assessed using subject level exhibitions of learning rubrics based on the KLA Exhibition Guidelines and Performance Indicators. Teachers or review committees assess learning using common criteria at the end of a defined instructional period, such as a term or school year.

#### G. Student Portfolios

Student competency may also be assessed through a purposeful collection of student work that allows students to demonstrate growth and competency over a period of time. Student Portfolios should be subject specific and used as one source of evidence measuring student growth and achievement. The criteria for selecting and evaluating each portfolio item is determined by the teacher and reviewed with students and parents at student initial entry into the class and at defined times throughout the school year.

Student portfolios typically shall contain a minimum of eight items of student work. The school determines the weight of the portfolio as part of exit criteria. Student portfolio work must be assessed using subject level exhibitions of learning rubrics based on the KLA Exhibition Guidelines and Performance Indicators.

#### H. Learning Management System

A common learning management system (LMS), a software program, will be used to administer, document, track, report and deliver a student's progress of competency, content and studios. [In current review: Schoology, PowerSchool and Mastery Connect]

#### I. Student Progress Reports

Implementation of the KLA competency-based framework requires the development and dissemination

of student progress reports with following design characteristics:

- a. are used to report the assessment of a student’s progress in competence and content acquisition, class work, and studios
- b. reports are to be developed and disseminated to parents, students every 5 weeks
- c. are to be generated through the LMS
- d. will indicate the degree of student movement toward competency and content standards and will be used to plan instruction
- e. at any point in time when a progress report is issued, each competency score listed is a ‘snapshot’ of the student’s current level toward mastering
- f. the final course report will be issued at the conclusion of the course. This score does not become final until the student has mastered 70% of competencies at the competent level in a class
- g. Articulate the categories of highly competent, competent, not yet competent, and Insufficient evidence. Student progress grading and reporting use the same rubrics and scoring guides as defined by the Assessment Grading Scale
- h. There will be a conversion program to create report cards every 10 weeks; progress reports can be converted into report cards via the LMS program.

#### Reporting Letter Grades

For report card transcripts leading to high school transcripts the conversion table is listed below:

Proficiency Level	Grade Equivalent	Proficiency Descriptors
4.0 – 3.7	A	Highly Competent
3.6 – 2.8	B	Competent
2.7 – 2.0	C	Developing Competence
1.9 – 1.0	NC	Any competency score <2.0 NC (No Credit)
.99	INC	INC (Incomplete) NC (No Credit)