



Standards for Grading and Reporting

The following standards are foundational principles for grading and reporting practices in Osseo Area Schools. The standards provide direction for instruction and grading practices to ensure meaningful, accurate and consistent grading and reporting of student achievement.

Standard #1: Student academic grades will communicate academic achievement based on clearly-defined academic performance standards.

- 1a. Course/grade-level standards will provide the basis for determining grades for each course and grade level.
- 1b. Grades will be determined by comparing student work to grade-level standards (not by comparing to other students' work).
- 1c. Entries into a grade book will be organized in a way that clearly aligns student work to reporting standards.

Standard #2: Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.

- 2a. While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.
- 2b. Non-academic behaviors such as responsibility, resourcefulness, attendance, effort, and participation will be reported separately from achievement.
- 2c. In cases of academic misconduct, students will still be required to complete the work or a reasonable alternative. Teachers and administrators will follow system procedures that will both deter and respond to incidents of academic misconduct.
- 2d. Non-academic behaviors such as responsibility, resourcefulness, attendance, effort, and participation will be reported separately from achievement through the use of the Efficacious Learner Framework or IB Learner Profile.

Standard #3: Quality assessments and properly recorded evidence of achievement will be used when determining grades on student work.

- 3a. Teachers will use formative and summative assessments that meet rigorous design criteria (e.g. clear targets, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
- 3b. Teachers will use rubrics, assessment checklists, and other types of scoring guides to communicate expectations and to provide formative feedback on various types of student work (e.g. products, projects, and other performances).
- 3c. Teachers will utilize district-determined procedures for marking grades based on modified standards (Special Education/ELL/Other students receiving significantly modified instruction).
- 3d. Teachers will use common summative assessments based on grade-level or course level standards. Grade level or course standards have been set through system-wide collaboration.

Standard #4: Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.

- 4a. A minimum of 80% of the term grade will be determined by summative assessments (such as unit or course tests, performance tasks, projects, etc.). The remaining percentage may include classwork, homework, and other formative assessment results.
- 4b. Teacher professional judgment plays an important role in the grading process, including the responsibility to override computer-calculated grades when there is evidence that calculated grade does not accurately represent the student's attainment of the standards.
- 4c. Students will be provided with multiple opportunities and multiple modalities (within reasonable time limitations) to show what they know and understand.
- 4d. Teachers will use a grading scale that reduces the disproportionate effect of zeroes and low Fs. The scale used in grades 7-12 will be 0-4.
- 4e. Extra credit will not be used because students will be provided with multiple opportunities and multiple modalities (within reasonable time limitations) to show what they know and understand.

Standard #5: Teachers will involve students in the assessment and grading process throughout the learning cycle in an age appropriate manner.

- 5a. Teachers will ensure that students understand in advance how their grades will be determined.
- 5b. Teachers will involve students in the assessment process, monitoring their progress, and communicating their achievement and progress to parents/families.