



Grading Improvements for 2017-2018 School Year

The grades a student earns throughout high school play an important role in their choices after high school including employment opportunities, college admissions, scholarships, etc. Input gathered from the community engagement sessions prompted a thorough review of the District’s current grading practices to ensure meaningfulness, consistency, accuracy and timeliness.

Similar to a typical collegiate grading system, the semester grading system allows students the full 18 weeks to demonstrate their abilities in a course as opposed to the previous 9-week (quarter) system. At the beginning of the school year, each teacher will provide every student with a course syllabus detailing the expectations of the course, including how the student will be graded.

The following chart is a summary of the semester grading system beginning in the fall of 2017 compared to the previous quarter grading system.

Semester Grading System <i>Beginning Fall 2017</i>	Previous Quarter Grading System
Semester grades are calculated from the entire body of work over the 18-week semester, weighted at 80%, plus the final exam score weighted at 20%.	Semester grades were previously calculated using 40% from quarter one, plus 40% from quarter two, plus 20% from the final exam.
Official transcript grades only show the semester grade.	No change.
Official transcript GPA is calculated based on semester grade.	No change.
The gradebook in Infinite Campus will show students and parents individual scores on assignments as all percentages or all letter grades.	The gradebook in Infinite Campus could show both percentages and letter grades for the same course making it difficult to monitor student progress.
In-progress letter grade checkpoints are issued at 6 weeks and 12 weeks during the semester.	Mid-terms were issued at 4½ weeks of each quarter and did not include reference to a letter grade.
Teachers can add comments to the 6-week and 12-week in-progress grade checkpoints. The improved comments describe academic performance as well as communication skills, attitude, work ethic, timeliness, problem solving skills, teamwork and flexibility demonstrated in the classroom.	Teachers could add comments at the mid-term, but the comments did not include the “soft skills” frequently required in employment settings that are helpful to practice in high school.