

## **Instruction**

### **Grading and Promotion**

The goals for grading students are:

1. To provide an accurate measure of a student's mastery of the materials covered during the grading period.
2. To provide an accurate measure of a student's mastery of the materials relative to State Learning Standards, District expectations, other students in the class, the District, and the State covering the same subject matter.
3. To provide information for the teacher and the District to improve instruction.

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the Illinois state assessments and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain a current evaluation record for each student in the Skyward Gradebook. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: July 18, 2005

## Reassessment Procedure

Every Peoria Public School student has the opportunity to show new learning through reassessment of skills presented on assessments, whether they are formative or summative.

- A teacher must provide a student with at least two opportunities per quarter for reassessment on summative assessments, regardless of grade level and/or score on the initial summative assessment.
- A teacher may elect to provide a student with an opportunity for reassessment on every formative assessment, regardless of grade level and/or score on the initial formative assessment.
- A teacher may elect to offer a second opportunity for reassessment at their discretion if they feel student learning could benefit from the opportunity.
- A teacher may elect to offer an alternate assessment of the same skills in place of the original assessment.

The procedure below outlines the management of reassessment for a Peoria Public Schools student.

**Semester Timing:** The reassessment must be completed prior to the date in which the course's next progress report grades or final grades are due. The teacher may grant additional time for reassessments at their discretion. No reassessments after the end of the semester will be allowed.

**Additional Learning Activities:** At their discretion, the teacher may identify additional learning activities that should be completed/corrected prior to the reassessment opportunity. The purpose of these additional learning activities is to ensure the student's mastery of the skills has increased since the previous assessment attempt.

**Process Initiation & Ownership:** The process to reassess must be initiated by secondary students (grades 5-12). Secondary students must take accountability for the process. In comparison, this process may be guided by a guardian and/or teacher at the primary level (K-4). However, teachers may encourage older primary students to take ownership of the process.

### **Process Steps:**

- 1. Schedule a time between student and teacher** to review the student's learning progress and identify any learning activities that should be completed/corrected that are aligned to the misconceptions on the original assessment. Teachers, may at this time, suggest new learning activities to advance student understanding (i.e. specific online learning tasks, tutoring sessions, etc.).
- 2. Schedule the reassessment.** A student in a primary school (K-4) will work with the teacher to arrange a reassessment time. Secondary level students (5-12) are responsible for arranging a reassessment time with the teacher that will not interrupt the current unit of study.
- 3. Student takes the reassessment at the agreed upon time.** Note: A teacher may allow a student to reassess portions of the summative assessment in which the student wants to show growth, if the original assessment is organized by skills/concepts.

**Recording/Grading:** After the reassessment is complete, the teacher will:

- Enter the higher of the two grades into the grade book (replacing the original grade, if applicable)
- Note the reassessment date and original score in the notes section.

**INSTRUCTION**  
**Grading and Promotion**  
**ADMINISTRATIVE PROCEDURE**

- I. All teachers shall keep a current record of student grades in the Skyward Gradebook.
- II. Grades on the report card shall be equivalent to the following percentages:

Grade	Percentage	Mastery Level
A	90-100	Student has exceptional mastery of topic
B	80-89	Student has good mastery of topic
C	70-79	Student has acceptable mastery of topic
D	60-69	Student has partial mastery of topic
F	0-59	Student is not demonstrating any mastery of topic

In first through twelfth grades shall be figured on a percentage basis to promote consistency.

- III. Missing Assignments. A missing assignment shall be marked as "missing" in the Skyward Gradebook. The score for that assignment shall be marked as forty (40%) if formative or zero (0%) if summative. A student shall be provided the opportunity to make up the assignment or offer an alternative assignment of the same skills. The missing assignment must be completed prior to the date in which the course’s next progress report grades or final grades are due. The teacher may grant additional time for missing work at their discretion.
- IV. Late Assignments. Any assignment can be completed and turned in late without penalty prior to the next summative assessment or the date in which the course’s next progress report grades or final grades are due.
- V. Evidence of Learning. Students who make a legitimate attempt on an assessment (The definition of legitimate attempt is based on teacher discretion; however, factors considered include whether the student willingly took the original assessment and/or the student read and attempted all portions of the assessment showing work where applicable.) will earn no lower than a fifty (50%) on all formative and summative assessments. However, students who do not make a legitimate attempt on a formative assessment or do not complete a formative assessment will earn a forty (40%) to indicate that no evidence of learning was available. For summative assessments, students who do not make a legitimate attempt or do not complete a summative assessment will receive a zero (0%) to indicate that no effort was made to complete the assessment and there is no evidence of learning available. All assessments are eligible for reassessment for full credit per the reassessment procedure.
- VI. Category Weighting. Grades will be organized into categories with the assigned weight for each.

**Kindergarten - Standards Based Reporting**

Mastery of Standard	Progressing Towards Mastery of Standard	Not Making Progress Towards Mastery of Standard
M	P	N

**First through Eighth Grade**

<b>Summative</b> Projects, Tests, Performances, Essays, etc.	<b>Formative</b> In-Class Individual Work, Small Quizzes
60%	40%

**Ninth through Twelfth Grade**

<b>Summative</b> Projects, Tests, Performances, Essays, etc.	<b>Formative</b> In-Class Individual Work, Small Quizzes
70%	30%

Early College Credit courses will follow the grading procedures and policies from the awarding higher institution.

- VII. **Grade Reports & Calendar.** Grading will occur on a quarterly basis using percentage grades. Every nine weeks, quarterly grades will be calculated, and a new grading quarter will begin. In December and May Semester grades will be determined using the following formula: 45% for quarter one, 45% for quarter two, 10% for final exam. For courses/grades for which there is no final exam, the formula will be 50% for quarter one and 50% for quarter two. Progress reports will be made available every four weeks throughout a semester.

<b>SEMESTER 1</b>		<b>SEMESTER 2</b>	
September	Progress Report	February	Progress Report
<b>October</b>	<b>Quarter #1 Final Grade</b>	<b>March</b>	<b>Quarter #3 Final Grade</b>
November	Progress Report	April	Progress Report
<b>December</b>	<b>Quarter #2 Final Grade</b>	<b>May</b>	<b>Quarter #4 Final Grade</b>
<b>In Grades 1 through 8, the End of Year Grade (EOY) will be determined by averaging the earned percent for semester #1 and semester #2.</b>			

- VIII. **Absences.** Excused and Unexcused Absences are defined in Board Policy 7:70 ("Attendance and Truancy"). ESSA (Every Student Succeeds Act) defines absences as the same regardless of the absence being excused or unexcused. Therefore, all responses and actions shall be the same for either reason.

Students with an (excused or unexcused) absence, including suspensions, shall be given the opportunity to make up all missed work for full credit. *Refer back to late/missing assignment procedures on page 1 for more detail.*

- VII. **Special Conditions:** High School Students must take all summative course exams as indicated in the course syllabi. Failure to complete an exam shall result in a zero (0%). All state-required course assessments for all students must be completed.
- VIII. **Parent Conferences.** Parent Conferences shall be conducted after the first nine weeks of school of the first semester.

- IX. Notification of Unsatisfactory Student Work. Parents shall be notified whenever a student's work is unsatisfactory. Notification may be by formal or informal reporting procedures. Parents/students have Family Access to monitor grades in real-time online.
- X. Academic Dishonesty: The act of demonstrating behaviors to gain an advantage on assigned work that no longer allows for assessment of one's own knowledge and abilities (including but not limited to cheating, plagiarism, or using notes or other aids during an assessment).
- A. Definitions.
1. Plagiarism. Plagiarism is the stealing and use of the ideas or writing of another as one's own; appropriating passages from another and using as one's own the writings or the ideas of another. "To be liable for plagiarism, it is not necessary to exactly duplicate another's literary work, it being sufficient if unfair use of such work is made by lifting of a substantial portion thereof." (Black's Law Dictionary)
  2. Author Falsification. Author falsification is the act of turning in an assignment done by another and claiming the work to be one's own.
  3. Source Falsification. Source falsification is the intentional listing of erroneous or non-existent sources, i.e., attributing ideas, writings, or passages to an incorrect or non-existent source.
- B. Consequences for All Forms of Academic Dishonesty.  
Upon the first offense of academic dishonesty in a course, a student shall receive a grade of zero (0%) for the assessment. If the student requests an opportunity to complete an alternative assessment prior to the date in which the course's next progress report grades or final grades are due, the opportunity must be given after the parent/guardian has been contacted. The original score of 0% will be replaced with the reassessment grade and a code will be used to designate the incident of academic dishonesty. For each instance of academic dishonesty thereafter, no opportunity for reassessment will be given.
- XI. Reassessment: Every student has the opportunity to show new learning through reassessment of skills. Please reference reassessment procedure.
- XII. Assignment of Credit and Classification for High School Graduation
- Per School Code, students may not be classified as a senior (12<sup>th</sup> Grade) until they have participated in the state required SAT exam on the state assigned testing dates in the home school.
- 24 credits are required for graduation. Credit will be assigned to students who have successfully completed the course requirement and earn a passing grade. Credits will be used to determine what grade level will be assigned in grades 9-12:
- A. To be classified as 10<sup>th</sup> Grade, students must earn 6 credits.
  - B. To be classified as 11<sup>th</sup> Grade, students must earn 12 credits.
  - C. To be classified as 12<sup>th</sup> Grade, students must earn 18 credits.
- Student recognition will be as follows:
- A. Cum Laude "with honor" for students with GPAs of 4.25-4.49.

- B. Magna Cum Laude "with great honor" for students with GPAs of 4.50-4.74.
- C. Summa Cum Laude "with highest honor" for students with GPAs of 4.75 and higher.

CROSS REF: Policy 6:300 (Graduation

Requirements) REVISED:     October 5, 2009  
                                  December 5, 2016  
                                  August 18, 2017  
                                  May 24, 2018  
                                  June 13, 2022

Signature of Superintendent: \_\_\_\_\_  
  Dr. Sharon Desmoulin-Kherat

Date: \_\_\_\_\_